

Break

The head's dilemma.

Molly Hattersley took a calculated risk with her career—and home life—on her way to her present job as head of Creighton comprehensive school, and this year's presidency of the Secondary Heads Association.

In 1961 she was senior mistress at a Sheffield school and married to a rising young city councillor. Then Mrs Hattersley was selected to stand for Parliament in the highly marginal seat of Sparkbrook, Birmingham. He was strongly tipped to win, so she took a gamble and applied for a job in London as deputy head of Kidbrooke. She got her job all right, then had to hang on through several months of election fever and suspense until Roy safely won his.

Mrs Hattersley moved on to her first headship at another H.E.A. girls' school, Hurlingham, in 1969, and then got the mixed-comprehensives she hoped for at Creighton in Haringey six years ago. Creighton is split site with its two main blocks tenuously linked by playing fields and walkways. "What happens when it rains?" Mrs Hattersley recalls simply in the manner of Queen Victoria when repeatedly asked the same question while reviewing her troops: "We get wet."

She is a very tall and striking lady with just a hint of the formidable in her appearance, but none at all in her calm and friendly voice. Unsurprisingly, Creighton gives the instant impression that it is run with just those attributes uppermost, together with enlightened management and the good head's attention to detail. The vast staff of 1,000 is divided into 100 departments, each with its own head. The school's motto is "We are all in it together."

The Secondary Heads Association has settled down remarkably well since it was formed three years ago out of an amalgamation between the Head Masters Association and the headmistresses equivalent, there is no doubt that the extra strength of their combined voice makes them an effective influence professionally.

Molly Hattersley takes over the leadership at what she says is a very critical time for the comprehensive. She has made up the bulk of the membership. On the one hand they should start the year



Molly Hattersley: a gamble that paid off.

in good heart, because it has been demonstrated in the H.M.I. secondary survey and other research that they are doing a good job and there is now more public acceptance of this. "We are not complacent, but we would like now to be getting on to the next stage and improving teaching skills."

But just when public confidence in comprehensives is growing, there is now a danger that the upturn about the effect of spending cuts on standards will erode it again.

"Our central dilemma is how to oppose damaging cuts without reducing that confidence. But our job as heads is to minimize the effects of cuts. That is what we shall do."

She can see areas where improvements could be made without vast extra resources, particularly with extra resources in-service training and teamwork to improve individual teaching skills. "That requires optimism of attitude and acceptance of training time. Morale should be good after the pay awards but it isn't. Most teachers aren't clock watching, but they feel under threat."

So she does not expect teachers to agree to negotiate pay and conditions of service together in a hurry, though the employers' proposal of five days a year for in-service training would be a step in her direction.

Meanwhile, staff goodwill continues to be battered by cuts and falling rolls, which threaten both pupil-teacher ratios and the curriculum. Molly Hattersley believes

strongly that we are moving inevitably, though slowly, towards unhooking staffing from pupil-teacher ratios, and basing it instead on a curriculum model. This has already been negotiated in a few areas.

Creighton school itself provides an example of the drawbacks of pupil-teacher ratio calculations, even in an L.A. as generous as Haringey. Though their pupil-teacher ratio is the same as last year's, they are stretched to the limit on five fewer teachers because, though numbers have dropped lower down the school, they are still going up in the sixth form which eats staff more hungrily.

The sixth form has swollen to 210 partly because of an unexpected increase in lower sixth science groups. They had a very good fifth year, with excellent O level results, and now they have 37 people wanting A level chemistry. Just what the country ordered, says what they had only planned for one group and no longer have the staff flexibility to increase teaching time, but they are having to make do with bigger groups and laboratory numbers.

"We have had an enormous success story in the sixth and it should be onward and upwards. But it is less uplifting when you are worried that you will be prevented from building on to the next stage."

Molly Hattersley can of course make her views known through the Labour Party as well as the SHA.

She says she doesn't talk about education at home as much as when her husband was shadow spokesman, and was obviously rather more statesmanlike than some Cabinet wives about trying to influence policy during the Labour Government. "I might say, just for example, that maintenance allowances would be a good thing, but I would accept that you have to choose priorities from six good things."

She is now a member herself of the education sub-committee of Labour's NEC and, though reluctant to leave school early to get to its five o'clock meetings at the House of Commons, her influence ought to give it just the realism it needs.

The old enemy

Brotherly love was noticeably lacking between the teachers' delegations from the National Union of Teachers and the National Association of Schoolmasters' Union of Women Teachers during last week's TUC annual congress in Brighton.

Matters came to a head when Mr John Bowdler, West Midlands executive member of the NUT, rose to attack the government decision to withdraw the annual £300,000 grant from the Centre for Educational Disadvantage.

"This miserable squalid act has resulted from considerable wheeling and dealing within the NAS," he began eloquently. Then he paused for a moment before adding: "Er, sorry, the DES."

Perhaps this slip at the wrong enemy came because his aim was confused just a few seconds before, when the NAS/UTW delegation abstained on the composite motion calling for a campaign to reverse the effects of the education cuts.

The two delegations had been lacking harmony all along with the NAS/UTW abstaining on motions on women's equality and increased benefits for part-time and voting against a motion which called for a reduction in the number of competing unions in industries—which put it out of step with the majority line on each occasion.

Mr Terry Casey, general secretary of the NAS/UTW, explained his union's decision to abstain on the education debate—which "dis-mayed" NUT leaders—by saying that his delegation was unhappy about the prominence given to the restoration of the school meals service. (There was a clause, inserted by the National Union of Public Employees during the haggles on composing that it should be restored if it were restored, his members might well have played a bigger part in supervising.)

Leaders of the NUT delegation, however, pointed out that the scope of the motion was all-embracing, with no greater emphasis on restoring the cut school meals service than, say, using falling rolls to improve educational standards.

Burnham rules

Teachers working for local authorities commonly assume that the annual hush-burnham—claim, offer, counter-claim, final offer, ritual talk about by initial claimants followed by inevitable trek to arbitration—does not involve independent schools.

It does not. But nobody watches that solemn pantomime more intently than independent school bursars. When the new Burnham scales were published last month in *The TES* the first telephone inquiry for clarification came from the bursar's office of a public school, because when Burnham goes up, so do independent school budgets—in teachers' salaries.

But for how long? Behind doors closed to the press a discussion group at Oxford last week faced the question: "Will Burnham still be in a period of recession?"

"They decided it still was. But it was suggested that in future contracts might specify that appointments should begin on scale one at Burnham but any subsequent rise would be dependent on the viability of the school."

Entitlement of teachers to Burnham was defended on crudely pragmatic grounds: "Staff would see parents driving around in flashy cars and that would lead to unrest in the staffroom."

The continuity of scale points similarly had its champions: "It encourages staff to stay and parents like a stable staff." Nevertheless, considerable concern was expressed at the popular practice of appointing prep school heads from the ranks of public school housemasters. It leaves no viable career structure for the staff of schools whose pupils rarely amount to 200.

Burnham rules then, even in territory where it has no flat, for the time being. But intending employers from the public sector should check the small print of their contracts; especially after the DES has recently advised colleges to continue training primary teachers even though there will be no jobs for them. For the country's prep schools it will mean a buyers' market.

Aristides

Next week

Teacher-swap: British and American teachers talk about the year they spent in each other's countries. **Mr Roberts** on the limitations of the compulsory document *What is the School Curriculum?* **Mr Books** on the new biography of V. R. Leavis: **Alan Ryan** on Conservatism; **David Kip** on trends in special education; **Harry Judge** on the history of education; **business studies** and sociology textbooks. **Exam** Travel.

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New round of cuts tops £37m

During the past three months, four in ten local authorities have made sweeping changes to their current education budgets. Extra cuts of more than £37m and another 1,000 lost teacher jobs are to be added to the already gloomy picture. A TES survey reveals the state of spending today. Sarah Bayliss reports. On page 3 Richard Garner looks at the effects on the timetable.

Up to 1,000 jobs to go

Four in every 10 local education authorities across England and Wales have made significant changes to their current budgets over the past three months.

Most of them have made cuts which cost over £37 million. But four authorities have decided to pump extra money into the service and three others have asked ratepayers to save off cuts by paying a supplementary rate increase.

A nationwide survey conducted by the TES has revealed that 32 out of the country's 104 education authorities have decided to make mid-year reductions. In most cases these fell on top of cuts made at the beginning of the financial year when the TES, in another survey, estimated that £265 million was being sliced off education spending.

A handful of authorities are still considering mid-year changes. At the same time 59 authorities have already decided to leave their March budgets intact. There are signs that some authorities, such as Cheshire, have avoided the latest cutbacks because they are already planning major onslaught on their 1981-82 spending.

Some of the survey's details have already received publicity such as Manchester's £5.5m education cut, Birmingham's £2m cash injection and Northamptonshire's supplementary rate rise. What the survey usually reveals is the picture of activity, for example that more than 1,000 teachers' jobs will be lost in the new cuts but that the loss is concentrated in just 10 authorities.

Most of the authorities pursuing new cuts are county councils.

13 are metropolitan districts or outer London boroughs. In cash terms the counties—traditionally more conservative and keener to prune finances—have produced the lion's share of cuts totalling £26m. Big cities and towns have found less than half that, a total of £11.3m.

There are three major reasons why some education committees have voted for these disruptive changes in the middle of the financial year.

The first is that they are part of councils' responses to a request by Mr Michael Heseltine, the Environment Secretary, that all budgets be revised. In a circular to 456 councils he said they looked set to overspend by £735m, or 5.6 per cent this year. Overspending on education was judged to be between £70m and £95m according to different sources.

To get in line, all local councils must spend 2 per cent less this year than they spent in 1979-80, he said. There were howls of discontent from the most traditional Tory shires who felt the measure was unfair. The survey registered complaints from Cambridgeshire, Berkshire, Croydon and Hereford and Worcester, but none of these made a token gesture at cuts. Dorset, which has cut £980,000, is an example of an obedient response to Government.

The Labour-led Association of Metropolitan Authorities hotly disputes the figures and insists that these made a token gesture at cuts. Dorset, which has cut £980,000, is an example of an obedient response to Government.

Continued on page 3



Mrs Mary Fiebert, 101, lives outside the primary school in Suffolk, had her stick confiscated by the County Council after she refused to stop her duties. The council claim that as she was not employed by them her activities were illegal, so she could not work with her own stick. A local firm decided to pay Mrs Fiebert's wages after parents became concerned when the council suspended its 101-year-old as part of their cuts.

Researchers accused of doctoring findings

by Biddy Passmore

The recent study by the National Children's Bureau which claimed to show that bright children did as well in comprehensive as in grammar schools, is slammed as "an appalling piece of social science research, full of dubious data and misleading conclusions" in a report this week from the Right-wing Centre for Policy Studies.

The NCB study, published in July, was based on analyses of reading and mathematics tests of about 6,000 16-year-olds at English comprehensive, grammar and secondary schools in 1974. It found that children of both high and low ability did as well in comprehensive schools as in a selective system.

These claims, say the Centre's researchers Mrs Caroline Cox and Dr John Marks, are "not true". A "partial" criticism of the NCB study is the researchers' failure to publish the raw findings.

Even the published results, the re-

port argues, showed that pupils in grammar schools and secondary moderns performed as well as comprehensive pupils in reading and better in mathematics and had better records for truancy, behaviour and parental satisfaction.

Especially worrying, claims the Centre, is the poor performance of the older comprehensive.

"This is no vindication of comprehensive schooling," concludes the report. "Rather the findings are an indictment of the comprehensive system."

A statement issued by the National Children's Bureau said: "We utterly reject the unjustified and emotive allegations made in this appraisal of our report."

Unlike the Centre for Policy Studies, the National Children's Bureau is a non-political body with no axe to grind on the issue of secondary schooling and its organization. The piece of research in question was commissioned by a Labour government and the current Conservative government provided funds for its publication.

Chess

Conquest of the Centre

Of all the openings that point the way to central control none is more convincing or indeed less than the Ruy Lopez, the "Spanish Torture" as Tartakower so aptly called it. The development of the KB on the third move is designed to undermine Black's control of his d4 square and everything that flows from this move is preoccupied with central control and, in particular, with the control of Black's e4 square.

Little wonder that the Ruy Lopez has had such lasting popularity. It is no matter which school of thought has been predominant in the past few centuries, and that the younger generations still favour the opening (shown by the following game, which was played in an international tournament in Havana, the capital of America, in 1960, and won by one of the most promising of the younger Soviet school).

White: O. Romanishin, Black: M. Kuznetsov, Ruy Lopez.

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Sir Geoffrey Howe's remarks to the Association of Metropolitan Authorities last week reaffirmed the Government's determination to hold down local expenditure. He underlined the threats already uttered by Mr Heseltine against authorities which refuse to curtail spending. He drew attention to the reluctance of some local authorities to reduce staff and he demanded bigger manpower savings.

An important part of what he had to say concerned the wages and salaries of local government employees, including teachers. Having received their "catching up" increases via Clegg, public sector workers would now be expected to settle for pay rises below the inflation level. Workers in manufacturing industry, Sir Geoffrey foresaw, would resent it if those whose salaries came out of rates and taxes were specially safeguarded.

All of which added up to an important, but in most respects entirely predictable, contribution by the Chancellor to the flexing of muscles and psychological limbering up which ushers in the new round of wage negotiations. The lesson that no government can avoid having a pay policy for the public sector, has been painfully learnt. What hard times are doing for the private sector, the Government and the local authorities will now have to do by their own resolution in the public sector. You have been warned.

Since Sir Geoffrey's speech, others have taken speculation a stage further. A Tory backbencher hinted that public sector salary negotiating bodies (which would, of course, include Burnham) might be scrapped as part of the assault on inflation. It seems that this has been floated as an option alongside other options in the Treasury.



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More warnings about money—and a sideswipe at Burnham

This suggestion is likely to horrify large sections of the present educational establishment—the local education authority associations, the teachers' unions, and the DES, in more or less equal proportions. A new Remuneration of Teachers Act would be one thing: Burnham might be reformed, its terms of reference and composition changed, the arbitration arrangements revised—all this is not only possible but very much on the present agenda. But the abolition of Burnham and the return of salaries to each L.E.A. to be locally determined, will certainly not find any favour with those who control the system.

For the teachers' unions, Burnham is a major focus of negotiating power. It is no coincidence that membership of Burn-

ham is what qualifies a union for a place in the inner network of consultation. On the local government side, too, Burnham is a central activity which reinforces the authority of the county and metropolitan associations. And as for the DES, its aim is to preserve an influence over Burnham rather than see it diffused even further and subsumed within the overarching financial pressure exerted by the Department of the Environment.

These are, however, simply institutional reasons why those who now operate the status quo want to preserve it. But why should not Burnham be put to the test? Who is to say that all teachers everywhere must be paid on the same scales, even if teaching in Leamshire is a less traumatic task than coping with

the tensions of a Midland slum? Why is it to say that the recruitment of shortage subject teachers might not benefit from more local initiative? No one could say Burnham has been conspicuously successful or speedy in addressing itself to the staffing consequences of falling pupil rolls. What has Burnham done over the years which should command the unfettered support of those who are not its acolytes? As with a number of other British institutions, custom and practice are not, by themselves, enough to justify the national negotiation of teachers' salaries.

More to the point, however, are doubts about what would actually happen if Burnham were disbanded. Would it be replaced ad hoc by a bilateral deal between the teachers' unions and the local authority associations allowing everything to continue much as before? If negotiations were, eventually, to revert to the local level, why should this lead to lower pay rises (always supposing this was desirable, which clearly would not be the case) and not more expensive logrolling. Given the size of the teacher pay bill, could the Government afford to renounce the power they now wield? Would it be compatible with Section 6 of the Education Act for the Secretary of State to siphon off and watch disbursements between areas wide?

As things stand, it must be all Lough Street to a china orange against the abolition of Burnham and the centralization of teachers' pay negotiations. It is far too radical a proposal for a government whose radicalism is highly selective. But the latest speculation suggests that the Remuneration of Teachers Act will not be revised without the close interest of the Treasury.

searchers took care to present their findings as a complex and very mixed picture. They broke them down to give useful detail about how children of different abilities got on in different schools. They also gave details of where the comprehensives did badly, such as parent satisfaction or truancy. What they did not do is what the CPS does—lump all children together and conclude that selective is best. Instead, their conclusions were headed: "Comprehensives—could do better?"—hardly an all-out endorsement of comprehensive schools.

The serious accusation—about "doctored" data—arises from the awkward fact that the "comprehensive" intake in 1969 almost exactly matched the intake of the secondary moderns in terms of attainment and social class. Researchers have recently been working on statistical ways of "adjusting" scores to make more valid comparisons between schools when the social composition of each school is different.

The bureau's report gives the actual scores at 11, and a full account (in a statistical appendix) of the method they used to "adjust" scores at 16. This provides the data other researchers need to assess their own (most often) blanket-out when they meet a standard deviation. What the report does not do is publish the actual, unadjusted scores of 16-year-olds, and this is the main substance of the CPS attack.

Whether they should have done so is debatable. It would certainly be difficult to do in a way that avoided easy misinterpretation. But somebody has got to filter the data, explaining "unadjusted" data to the lay public when schools are forced to publish exam results in 1982. It would help a great deal if right-thinking publicists and writers were prepared publicly to admit there is a real problem about making valid comparisons between schools with different intakes.

Meanwhile the NCB research provides the best available picture of children's progress in secondary schools. The NCB's research is not an attack on the National Children's Bureau research into progress in secondary schools (page 1). The main burden of the attack is that the CPS doctored their data. The NCB's research is not an attack on the National Children's Bureau research into progress in secondary schools (page 1). The main burden of the attack is that the CPS doctored their data.

Staff-unhooked from numbers

For those who have to steer their schools on the narrowest course between the Scylla and Charybdis of falling rolls and spending, the need to unhook school staffing from the pupil-teacher ratio base becomes daily more acute. The NCB's research also becomes a lifeline to those who are being asked to make cuts in staff. One head in Kent has just drawn attention

to the handicapping effect of running a school under current constraints, by resigning rather publicly. It is an understandable reaction (even coming a month or two after he had found a new post) but in the long run the recent hand thinking of the Secretary of State is likely to prove more constructive.

The booklet on Staffing our Secondary Schools that the SHA publish this week (page 8) demonstrates that they probably more than any other association of teachers, see it as their responsibility to take a professional lead in maintaining the quality of secondary school education of quality.

Their belief that you must staff a school according to its needs rather than the simple cost-accounting techniques of strict ratios is not a new one. Three years ago the Treasury was persuaded by the Expenditure Steering Group for Education that teacher numbers should no longer be strictly tied to p.p.r.s. as pupil numbers do. (Though the extra teachers allowed for economies of scale in successive public spending White Papers have been gradually squeezed.) Inside the DES support has grown for the same "bottom up" approach on numbers: "how many teachers do you need to do the job and how many specialists?" But carrying this through in the face of tight economic pressures requires more finesse than present financing methods allow.

Meanwhile, research reports like that from Professor Eric Braithwaite show how urgent it is to take action if subjects and choices are to be kept in the curriculum as numbers drop and teachers are redeployed. In some cases, teachers and L.A.s have managed to get together to construct staffing models, based on agreed curriculum frameworks. This is both an arduous process and a difficult breakthrough for both sides, since it involves some genuine declarations about the curriculum but, as the SHA believe, it is an essential exercise which must be done.

This latest SHA discussion document deals with curriculum but, in fact, deals in detail with all the other factors in school life which are affected by the curriculum. It is a good example of the kind of work which should be done by the DES and the local authorities.

Jean Piaget

Colleagues will be pleased to learn that three Area Assistant Education Officers have been appointed to more senior posts in the three areas of the NUT.

has been profoundly influential in the early years of childhood. Throughout the world, generations of young teachers have been brought up on Piaget as part of their education. Even those whose knowledge of what he actually did was sketchy have still absorbed bowdlerized versions of his conclusions about the stages of learning.



What distinguished his work as a psychologist—he never regarded himself as an educational psychologist, nor was he particularly interested in teaching—was his interest in the development of children's behaviour. In this, of course, his conclusions were not the last word. In recent years a lively research industry has grown up replicating and modifying Piaget's work, challenging some of the original conclusions.

This has not undermined the status of Piaget. But it has, rightly, drawn attention to the absurdity of treating his work as a dogma. The fact that his work has been used to justify the kind of curriculum which has been imposed on schools is a different matter. It is a good example of the kind of work which should be done by the DES and the local authorities.

No comment

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NEWS

Burnham break-up is 'barmy' say unions

Teachers' leaders and local authority associations condemned a suggestion this week that the Burnham committee, which fixes teachers' pay, should be broken up to allow pay to be negotiated locally in future.

"A recipe for industrial chaos" was the reaction of the National Association of Schoolmasters/Union of Women Teachers, while Mr Fred Jarvis, general secretary of the National Union of Teachers, said:

"The jobs yours and we'll let you know."

Recruits paid off before starting work

The recession has caused one of Britain's biggest firms to give 140 university appointees a month's notice in the form of a pay cheque—before they even started work.

The company had delayed its decision to hire the graduates in the hope that the position would improve. Among the disappointed graduates, who were among the nation's brightest, was a student from the University of Cambridge. He had been offered a job in the company but had to wait for a decision on whether to accept it.

Further cuts in current budgets

From page 1

Big cities like Sheffield refused to change their budgets. The AMA said the real overspend was less than half what the Government claimed, and indeed this estimate—about £300m—had been based on a survey of the revised budget returns.

The AMA's argument, applied to the £70 to £95 million overspend in 1979, suggests that the second reason for new cuts is that some authorities were facing a financial crisis of their own and

"It sounds just plain barmy". The local authority associations were more polite, but left no doubt that they thought the proposals would be cumbersome and unworkable.

The suggestion came from Mr Terence Higgins, Conservative MP for Worthing and a former Treasury Minister, speaking on the BBC's *World At One* programme on Monday.

Later, Treasury officials confirmed that ministers and senior civil servants were looking for a long-term plan to alter the present method of centralized pay bargaining because the system was "too rigid".

The Department of Education and Science speculated that any decision to unscramble centralized pay bargaining might be more appropriate for local authority manual workers than teachers. The plan was "just one of many ideas thrown into the ring".

The idea had not been discussed by the DES and the local education authorities during their talk on plans to repeal the Remuneration of Teachers Act. In fact, the opposite had occurred, with both sides anxious to centralize discussions on teachers' conditions of service.

Education ministers will be meeting local authority association leaders in the autumn to discuss changing or repealing the Act.

Children in more than 100 schools were getting the "Abbey Habit" from the beginning of this term. But, savings experts say that it could load them into bad ways.

Under a scheme introduced this term by the Abbey National Building Society, children could be saving stamps at school for 5p, and then transfer them to a share account once they amount to at least £1.

Already, 100 schools are taking up the scheme, which was piloted in Essex following an agreement between the society and the local education authority. Stamps are sold by teachers, school secretaries and in some cases by senior pupils.

However, the National Savings Movement has questioned whether building societies offer the best experience for children learning to save. It points out that banks give better returns to non-taxpayers.

The Abbey National has replied that saving with them is "more fun and exciting".

Of 24,300 course attendances by teachers in further education, full-time equivalent releases amounted to 1,130, representing 4.6 per cent of full-time FE teachers.

In 1978-79 a total of 22,000 probationers took some induction training but the full-time equivalent of that was only 620. A lightened teaching load for new teachers was normal practice in 31 authorities.

In 38 authorities the head had responsibility to authorize release for in-service training for experienced teachers.

More than half the cost of in-service and induction training was accounted for by the salary costs of released teachers, a quarter by expenses of teachers together with salaries and expenses of advisers and officers, and the remaining one-fifth by the actual provision of training.

The four authorities which have actually increased education spending are: Birmingham, Bolton, Dudley and Rochdale. They were all during the last year of Conservative rule.

The TES went to press before Mr Heseltine's announcement yesterday concerning the persistent "over-spenders".

Wiltshire, which has organized a sponsored matchbox-making campaign for reading books.

However, the week it was the threat to teachers' jobs which was emphasized as Staffordshire county councillors confirmed a plan to axe 419 jobs by September 1981.

Lincolnshire Council will axe 133 jobs in September and two sailing centres will close.

The survey says plans to cut the secondary school in Cheshire by 1,200 by 1980 have been drawn up. County Councils are preparing to cut the education budget for 1981-82 by £4.8m.

On captionation the survey tells of a secondary school in Cheshire where a trust fund has bought A-level "meats" books, O-level French books and history books, and an infants school in Devon, where the school has bought a new

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Library chief slams DES over facilities

The state of Britain's school libraries was criticized by the president of the Library Association, Professor Wilf Saunders, at a conference in Sheffield last week.

He accused the Department of Education of being "fable and half-hearted in its approach to library and information activity in schools, and local authorities of being parsimonious."

He told about 900 delegates of the ASLIB Institute of Information Scientists and the Library Association joint conference that school libraries should be playing a key role in preparing the rising generation for the "information" society ahead.

"If a school library is to make its proper contribution to the work of the school, it is essential that it should have an appropriate quota of properly trained staff who contribute in their own special way to the teaching programme, but whose first responsibility is not normal classroom teaching."

Professor Saunders said it was not the pupils themselves who would present the main obstacle. The problems resided rather at DES and local education authority level.

He went on: "Added to this, a list of villains of the piece should be those head teachers and classroom teachers—probably still in the minority—who regard the library as a frill rather than as an essential adjunct to their teaching."

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Platform

Without the means to bring about ways of meeting special children's needs, Government proposals will preserve present segregation, says David Kirp

Opening the door to the gilded cage



A separate educational system for the handicapped deprives them of the chance to find out how ordinary people come to know the world.

Special Needs in Education, the Government's recently published White Paper represents a classic illustration of trying to do good by doing little. The problem: special children have an apparently inexhaustible supply of unmet needs.

The solution: do away with existing categories of specialness and the policy issue will recede. A lovely notion for a government committed to trimming budgets, not an especially plausible one.

The Warnock Report, which sparked the White Paper, almost invited this reaction. With its impossibly long shopping list of recommendations—224, and not a cost calculation in the lot—and an absence of clear priorities, the report seems designed not to have much of an impact.

While the Committee of Enquiry asserts that it is writing not for today but for the next two decades, the policy-maker trying to make use of the committee's work has to begin somewhere. The Warnock Report does not offer either a satisfactory policy or a sense of how policy might evolve over time. Only one of the hundreds of Club of Rome writes with the year 2000 in mind.

Yet the Warnock Committee did make some specific suggestions, including providing fuller opportunities for special children at the nursery and post-16 levels, and retaining teachers. These proposals cost money; the Government knows just how much, since a DES-DHSS task force prepared but did not publish cost estimates for each Warnock Report recommendation. Money is not, however, what the White Paper talks about. It is filled with the rhetoric of rethinking, coordination and goodwill; language vainly searching for clarity. Rethinking can truly work wonders. Whether it can bring the hoped-for new regime into being is another matter.

To the extent that the White Paper promises that good things will happen and then fails to make concrete proposals for bringing those good things about, it is a depressingly deceptive document.

The shortcomings of the White Paper inhere not only in what it doesn't do, but even more profoundly in what it does do. The White Paper embraces as a policy advance

re-described as mentally retarded and—in some circles—as slow learners; less than a century ago, they were known as idiots and imbeciles. The White Paper introduces a new set of labels. "Recorded" special children are those who are formally diagnosed, placed, and regularly reappraised; a larger group, perhaps one-sixth of the student population, would be "unrecorded", special children who receive special help as the need arises. That sounds remarkably like the present system, even if the terminology is new. How these identifications are to be made, and their impact on what education students receive, in what settings, these matters, barely touched upon in the Warnock Report, go unmentioned in the White Paper.

The White Paper purports to give parents of special children a significant say in how their children are educated. Here, appearance vastly surpasses reality. Parents can state preference concerning the schooling of a special child to the education authority and, should they fall there, can bring their case to the appeals committee which will review all placement disagreements. But the parents will not be able to review all the information on which the I.E.N. bases its decision. "It would be wrong," notes the White Paper, "to require full disclosure to parents of the professional reports lying beyond the record." Thus, in writing the preparation of a bona fide official record, the appeals committee cannot overturn I.E.N. decisions if it finds them unreasonable, as with disputes over the schooling of ordinary students, but can only recommend to the I.E.N. that the parents' wishes be followed. Further appeals to the Secretary of State will be theoretical.

"Goodwill" will minimize disputes, the Warnock Committee's sensible recommendation: that a named person, a specified individual, be designated to deal with bureaucratic inertia. This is not taken up.

The circumstances may be very special. The White Paper declares in defending the decision to give rights to a few local authorities, over other parents. That almost certainly language merely confirms that for this group the power of expertise prevails. Yet available evidence suggests that wide-spread practice—namely the segregation of mildly retarded and maladjusted youngsters—do not do any good, many matters of special education itself is terribly confused. The evidence is terribly confused. The Warnock Report, talking of the "recorded" and "unrecorded" children, supposedly handicapped children,

there isn't much basis for "expert" decisions.

One thing we do know, learn at least as much from other as they do from each text. The specifics of what matter less than who one's with. That idea lies behind the comprehensive education which brought children diverse backgrounds together in a single secondary school. An special education as well, a separate education for handicapped children, ever splendid that system deprives those children a chance to find out how people come to know the world. There are, of course, some whose handicaps are so severe that separate instruction is a must. When compared with the special children generally, however, this is a very small group. The Warnock Report, in 1978, estimated that 1.5% of the population were identified as mildly retarded, or maladjusted, or both. Most of those children, many others as well, the special education system is a cage.

The reconnection of "special" and "ordinary" children, the parallel systems of education, ordinary education which operates as an enterprise of its own potential excitement and success. It would force a rethinking of a host of things, including the ways schools are run, the most effective use of specialist help, the relationship between social background and the development of a coherent and purposeful education. While the Warnock Committee's sensible recommendation that a named person, a specified individual, be designated to deal with bureaucratic inertia, this is not taken up.

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David Kirp is a professor at the University of California, where he is a member of the Graduate School of Education and the School of Law.

NEWS

Training scheme call for all leavers

Mark Jackson

Senior official of the Manpower Services Commission has put forward a radical scheme for Britain's young school leavers to undergo a year's training.

Mr Christopher Hayes, now a vice-president of the Institute of Personnel Management, called on the Government to stop fiddling about with lot programmes and to channel all resources into the training programme so as to prepare the young leavers for the challenges of the rapid development of new technology.

Hayes, who is regarded as Britain's leading expert on international systems of training, says "Britain needs to learn from the man system of apprenticeship for years—but not to copy it."

He was speaking at the Institute of Personnel Management's conference at London on Saturday. He suggested that all leavers, including those who would normally go straight on to traditional apprenticeships, should spend a year in an entirely

new form of training in industry. This would differ from existing training in emphasizing a family of skills—not simply those needed for one craft or for a particular job.

It would also be an alternative to the present first year of apprenticeship for those who are going on to craft or technician training, he said.

The proposal for a traineeship programme for all leavers is not new. But schemes so far put forward have proposed a two-year period. What may make ministers take the new proposal more seriously is that the length of training would not be much more than youngsters would spend in future youth opportunity programmes.

As the number of unemployed leavers grows, it may become cheaper to subsidize training for all youngsters rather than to expand YOP.

Lord Gowrie, the minister responsible for youth employment, told the conference he could not commit the Government to expanding the Youth

Opportunities Programme in advance of next month's review of measures for the unemployed. He said their need had to be balanced against the vital importance of controlling public expenditure.

But Lord Gowrie repeated the Government's undertaking to offer a place in YOP to all leavers still without work by next Easter.

He called on careers departments and the employment service run by the MSC to work more closely together because "separate networks help nobody".

Mr Neil Macfarlane, junior minister, also speaking at the conference, said there was no question of lowering the school leaving age. But he hinted that the Government might relax the rules limiting work experience for pupils.

He added that some support existed for the release of over-15s to some form of training while they stayed on in school under the control of the school head.

But he warned that economies and falling rolls in further education

might narrow the chances in colleges and in training and he asked local authorities to ensure that "significant areas of educational opportunity are not foreclosed".

Government hostels for the young unemployed were needed if they were to move away from home to look for jobs, said the retiring president, Mr Dermot Dick at the conference.

He cast doubt on the practicability of youngsters finding jobs with unemployment rising drastically even in London and the South East. "If the Prime Minister is really serious about job mobility where young people are concerned, then she must also recognize a social and moral responsibility involved in advising 16 and 17 year olds without experience of life to leave home."

Mr Dick attacked the Government's decision to drop the Warnock report proposal for a "named person" to act as a counsellor and coordinator of help for every handicapped youngster.

Support for mango

At least 12 local education authorities have pledged support for the mango, the Manchester Centre for Advice and Information on Education Disadvantage was closed by the Government at the end of August.

The centre appealed to the Association of Metropolitan Authorities for support for the mango, to go on its work. So far only the four-controlled Walsall council publicly announced it is giving £100,000, but acting chairman, Mr Morris, said the response to the appeal had been encouraging.

There is a cautious amount of "mango", he said this week. "I am not sure if the mango is really interested some of the county schools in view of the centre's role in rural disadvantage." The centre needs £250,000 a year, Mr Morris is confident that the mango will be worth keeping it going in another year. The 26 staff have left and most are working out their own mango.

Union attacks pension scheme

Teachers are missing substantial improvements to their pensions because of the way their superannuation scheme is run, says the National Union of Teachers in evidence to the Government inquiry into public service pensions published today.

Teachers have been told by an independent actuary that if the money had been invested in the same way as other pension funds instead of being held as balances in the accounts and treated by the government as if the money had been invested in gilt-edged securities, there could be a surplus of £1,000m instead of a deficit of £928m.

In the past, teachers have been told that pension money had to be improved without raising their

contributions because there is no cash in the kitty. Examples of the requests which have been turned down include: (i) allowing women who retired before equal pay was introduced to have their pensions increased; (ii) allowing teachers who retire after 35 years' service to be entitled to full pension rights instead of after 40 years' service; and (iii) paying widowers' pensions as of right.

Mr Fred Jarvis, the NUT's general secretary, said: "The union believes it would be wholly unjustified for the inquiry to make any recommendations concerning the valuation of teachers' pensions which ignored the major disadvantages imposed upon the teachers' superannuation scheme compared with other funds in the public and private sectors."

Fewer scouts, but more cubs join

Fewer scouts this year but more cubs are reported in the latest figures from the Scout Association. While the number of cubs has risen from 305,739 last year to 307,856, the number of scouts has

fallen from 206,979 in 1979 to 203,796.

But more leaders and administrators have been recruited bringing a slight increase in overall membership of the association from 638,078 last year to 641,281.

Fractions and decimals baffle young mathematicians, says APU report

Bob Doe

Most every 15-year-old can do simple sums with whole numbers. Many are troubled by fractions, decimals, and percentages. "Borrowing" and "carrying" are unfamiliar terms of the arithmetic—according to the report from the Government's annual survey of performance in schools.

The first results of the survey to 15-year-olds in 1978 were published this week. They showed that the pupils' first maths survey was published in January. Over 80 per cent of 15-year-olds could add or subtract whole numbers. But when it came to fractions, the survey showed that only 20 per cent of the teachers asked for views on the questions thought the language used was inappropriate, particularly for poor readers or those with learning difficulties.

The unit also reveals that some more schools than expected declined to take part in the survey or withdrew.

A balanced sample of 631 schools, allowing for a 10 per cent case with no pupils, was selected. Thirty-three schools, declined, 29 did not reply and finally only 578 schools took part in the survey.

report, "the 15-year-olds obtained results some 15.5 per cent in advance of the 11-year-olds".

The secondary results also showed a sharper split between those following a modern maths course and those on traditional maths than at 11 years. Half the pupils tested at 15 did not attempt questions on percentages. Up to 40 per cent omitted questions on Euclidean properties of angles.

But as the second APU report was published this week, there was growing criticism from teachers of the survey's £25m programme.

The report itself records that 20 per cent of the teachers asked for views on the questions thought the language used was inappropriate, particularly for poor readers or those with learning difficulties.

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about being inadequately informed or consulted about what the APU was doing.

Two-thirds said national testing would increase the time they spent preparing children for tests. Half thought it would lead to a more restricted curriculum.

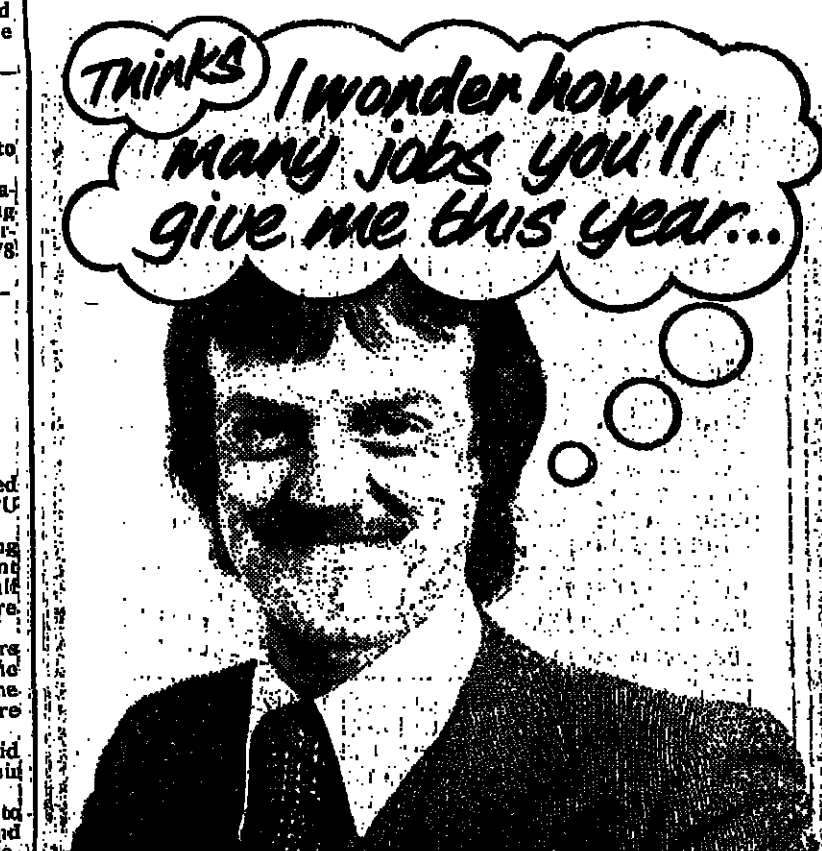
Professor Gooding says teachers are inadequately represented on the unit's committees. Only six of the 17 member APU "board" were teacher representatives.

He also says teachers are afraid test results will be used to rate their performance.

A survey of teacher reaction to the APU by Professor Desmond Nuttall at the Open University revealed further discontent with the unit.

Looking to some 50 primary heads and maths teachers after the first APU maths report was published, Professor Nuttall found that not only were teachers ignorant about the unit's work, they also thought the attempts to draw a national picture of standards were irrelevant.

What matters to them is what their pupils can do, mathematically. Not what the nation's children can do.



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NEWS

About 10,000 teachers who came out of college with only the certificate have turned themselves into Bachelors of Education in the past 10 years. Since the first handful in 1970, numbers ready to embark on what now amounts to three to four years of part-time study have steadily grown. Last year almost 3,000 enrolled.

Yet 10 to 15 years from now it is unlikely that anybody will. The in-service BEd will be obsolete, superseded by a profession which will have closed its doors to all but graduates by 1983.

Nevertheless it is still worthwhile correcting the many anomalies and inequalities that exist in the provision of this professional qualification, says Mr Norman Evans, former principal of Bishop Lonsdale College at education, Derby, who has just finished a two-and-a-half year survey, commissioned by the DES at a cost of £30,000, into the in-service BEd.

He recommends:

- removal of the many disparities currently to be found among existing courses, 62 altogether, each separately validated. (In particular the geographic availability needs urgent attention);

- a proper appreciation of what teachers can bring to the course from their experience. He quotes particularly the practice of some institutions of taking experienced professionals on to the fourth year of an initial BEd course;

- encouraging a group of teachers from the same school to do the course together;

- a more occasional full time release for short periods;

- an accumulated credit system to suit teachers who would prefer to space out their studies over a longer period;

- giving some financial incentive to teachers already on the maximum of their scale to go for the degree.

The geographical unevenness of where a part-time BEd can be studied does more than just test the keenness of the intending applicant of how far he is prepared to travel. In some areas an honours course is simply not available, a deficiency which will be reflected in the albeit successful, student's

Bort Lodge reports on the variety and spread of in-service BEd courses

Degrees of disparity

salary cheque to the end of his training days.

Certainly up to January last year no honours in-service BEd was offered in the territory stretching from Bridgwater to Land's End; while in Cumbria only the honours degree was available but only by one year's full time study.

The success of the North East Wales Institute in developing off-campus provision is acknowledged in the report with a call for more distance learning centres.

The variety in award and requirements for it reaches the ludicrous. When the programme was approved at Sunderland Polytechnic each of the three years of study for an ordinary degree was deemed to require 294 hours while 75 hours of tuition in each of only three years at the University of Wales led to an honours degree.

Costs also vary widely. For a CNAU validated course the registration fee is £45 compared with £95 for a university-run course. And the tuition fee can range from the £24 a year at West Sussex Institute to £120 at the North East Wales Institute.

Among the five case studies chosen, it was found that the in-service BEd course at North East London Polytechnic is specifically designed for experienced practitioners, "making deliberate use of their day-to-day work in schools".

By contrast the degree validated originally by London University and offered at Roehampton Institute of Higher Education is the same as that offered to initial student teachers.

More than one eyebrow will be raised at the proposal of recruiting more than one teacher from the staffroom to embark on an in-service BEd. It will mean that teachers will practice within the school while drawing on one another for support, the report says.

It might, but the organisational complexity of reconciling an extra

mural degree course for a few of the staff with the next recommendation—that these same teachers should be allowed full time absence now and again even if only on regular half days a week—will perturb the small to middling primary school head.

The suggestion that the course could be strung out a bit for those who prefer it differs little in principle from the other suggestion that for others an honours degree should be available in three years' study.

This might be the moment to point out that so far the drop-out rate for this degree is 30 per cent. Of that figure 19 per cent leave during their first year with only 11 per cent withdrawing during the second year.

Full time and sandwich courses in general validated by the CNAU show a non-completion rate of 25 per cent but for experienced and mature

students on part-time courses the figure is 35-40 per cent.

The balance between men and women doing a part-time BEd is about 46 per cent men to 54 per cent women, a reflection of the balance between men and women teachers nationally.

From 1,090 teachers taking part in the six programmes studied in depth it was found that those within the 20-30 age band provided the biggest proportion (442) with 376 from the 31-40 age group and the remaining 272 all aged over 41.

When length of experience was also taken into account it was the under 30s with 5-10 years experience which provided the largest category.

At present a certificated teacher who gets a degree but who happens to be already on maximum is no better off. Further down the scale an honours degree attracts four in-

In-service BEd type of courses on offer

1—Full-time study only, one-year honours degree							Dorset	1	
2—Honours degree, three years' part-time study							Durham		
3—Ordinary degree, three years' part-time study							Dyfed	1	
4—Honours degree, two years' part-time study							E. Sussex	2	
5—Honours degree, three years' part-time study							Essex		2
6—Honours degree, three or four years' part-time study							Gloucestershire	1	
7—Honours degree, four years' part-time study							Gtr Manchester	2	1
							Gwent	1	
							Gwynedd	2	
							Hampshire	1	1
							Hereford and Worcester		1
							Hertfordshire	1	3
							Humberdale		2
							Humberstone	1	
							Kent	2	
							Lancashire		2
							Leicestershire	1	
							Lincolnshire		1
							London (Gtr)	2	1
							London (Inner)		1
							Merseyside		3
							Mid-Glamorgan	2	
							Norfolk	1	1
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							Northumbria		
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NEWS

Poly head slams the 'massive inertia' in higher education

by Biddy Passmore

The head of one of Britain's leading polytechnics has called into question the present role of universities.

Giving the keynote address at a seminar of the Organization for Economic Cooperation and Development (OECD) in Paris last week, Dr George Tolley, Principal of Sheffield City Polytechnic, said the demise of the traditional library and the growing possibilities of distance learning challenged the existing model of the university "to its foundations".

"No university has a God given or 'state given' right to exist in perpetuity," he warned. "It changes or it dies."

Dr Tolley also advocated more specialisation in institutions. That specialisation could be in terms of a subject discipline or group of disciplines, or a profession or related group of professions, or a particular regional interest or regional intake of students, he said.

He stressed that higher education institutions had a "massive inertia" which made change very difficult. At present, "if there is any major thrust at all, it is to preserve what is," he said. But responding to the changing market in need of up to date and demanding implications.

One change to face was that the student body must become more heterogeneous—not just in age, but also in motivation, ability, experience and social background. Therefore, authority patterns must change, he said. The current stereotype of "the teacher who knows and the student who does not quite know" would be challenged to the extent that the composition of the student body changed.

Emphasis on the first degree would have to give way to continuing education and retraining, with a host of implications for teaching staff.

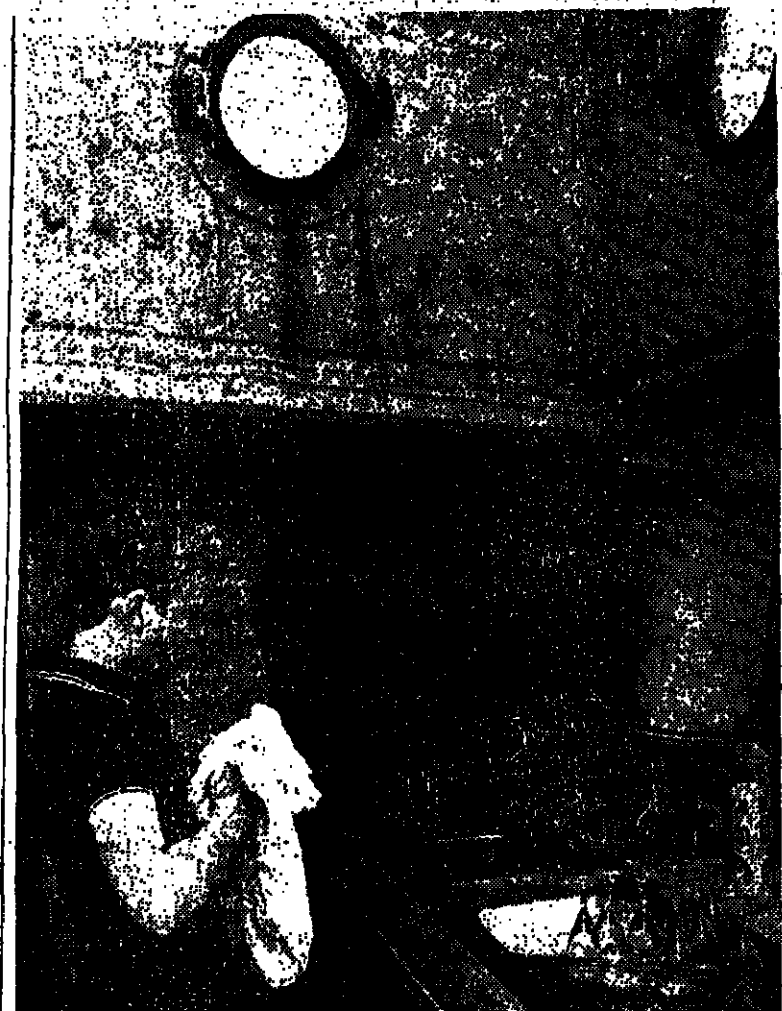
Institutions' central concern for excellence must change too, Dr Tolley said. "A concern for excellence must give way to some extent, and perhaps to a very large extent, to a concern for competence," he stated. "This does not mean embracing mediocrity. Far from it: it means justifying selection and assessment of students and the curriculum as a whole in terms of the application of knowledge, the effectiveness of learning and of the necessary inter-relationships of knowledge."

Transport cuts save £300,000

Cuts in school transport in Devon, including the withdrawal of free transport for children living less than two or three miles from the nearest suitable school, have already produced savings of nearly £300,000 a year.

Announcing the figure, Mr Ted

Pinnery, chairman of the education resources subcommittee, said the money could now be used for educational instead of non-educational purposes. The changes, which also include the reorganization of school bus routes, have been introduced gradually since Easter.



Children work in the galley of the Hayhay, a converted Thames lighter which is part of the Newham Outdoor Activities Centre at Heybridge Basin in Essex. Building work on the vessel was carried out by staff and volunteers to save money. Some of the borough's colleges of technology used the project for course work to do plumbing, electrical wiring and central heating. The Hayhay will cater for up to 30 pupils and staff on nautical courses. They will enjoy centrally heated cabins, shower rooms, a modern galley with electric cookers, a lounge with views over the estuary, and a sundeck that also doubles for instructional purposes.

Student says he was failed for backing union policy

by Bert Lodge

A mature student teacher alleges that he was failed in his postgraduate certificate in education course because he supported the union's "no cover for absent colleagues" policy while on final teaching practice.

Mr Colin Herbert, a 32-year-old sociology graduate and father of two young children, began the PGCE course at Sussex University in October last year after several years of working with the mentally handicapped in industrial training centres and hospitals. He decided he needed the teaching qualification to gain higher status.

He says that when he began his final teaching practice, he was asked to stand in for an absent teacher. He refused because he opposed NUT policy and chose to leave the school.

Another school was found for him by the NUT regional office. Hayward Heath, where he was assured he would not be asked to cover for absent staff. Subsequently, he was, he says, he again refused, although he made it clear he did not mind taking the class so long as the local authority met its obligations and provided a supply teacher.

This is did eventually and in a seven-page typewritten letter to the secretary of his examining board, Mr Herbert wrote, "In the circumstances the supply I managed to stay in the class all day observed my teaching."

Mr Herbert also did not report to the school on May 14, the "Day of Action" although he says he gave the head six days notice of this.

A letter from the PGCE examining board on June 20 informed Mr Herbert, who lives in Crawley, that he had not achieved a minimum standard in teaching competence. But if he were to do a further six weeks' teaching before the end of July next year, he would be reassessed.

"I think it's because I was considered a bit of a pain in the back department because of my stance on the critical discussion of 'Day of Action'," Mr Herbert said. "I was told that I was 'not a team player'." Yet I had done two terms of supply before taking the course. And it was the reports from the school that recommended me. The three external assessors gave me a pass standard.

Mr Herbert said that the examining board decided on their evidence that they did not believe he was a student.

Mr Herbert, who is an associate member of the NUT and yet required to pay fees, said it would be difficult for him to fit in a further period of teaching practice. He wants the examiners to seek a report from the supply teacher who observed him for a whole day and from the supply teacher coordinator who arranged his previous supply experience.

College closure plans attacked

The Government is being asked to reconsider a decision to close some colleges of education in Scotland. According to the Scottish section of the National Association of Schoolmasters/Union of Women Teachers, any attempt to close colleges would be a "dastardly attack on educational standards in Scotland".

The letter to Mr George Young, Scottish Secretary, the union said the supply of teachers, especially specialists and in-service training for teachers was inadequate.

If the colleges were used to cure these problems the union believes they will be fully used for the next 10 years.

Concession for refugees

Refugees are to be treated as home students for grants and tuition fees, in line with recommendations of two recent reports on overseas students from Select Committees of MPs.

Refugees have been treated as other overseas students, having to pay three years' tuition fees before becoming eligible for maintenance grants and home tuition fees. But the recent influx of Vietnamese refugees has drawn attention to the injustice of the arrangement.

Announcing the change, Mr Mark Craxie, the Education Secretary, said that many refugees had started to leave their homelands. "The vast majority come to this country without any assets whatsoever and find it very difficult to do so in higher education," he said.

Dinner ladies form a co-op

Six school dinner ladies are planning to form a co-operative to supply school meals in two Bradford primary schools. Last term, the Conservative-controlled county council axed school meals in all primary schools except for needy children.

The scheme is the brainchild of the local secretary of the General and Municipal Workers' Union, Mr Dave Booker, a cleaner in a local youth centre. In Bradford, most of the school meals staff belong to his union.

The education committee will hire the kitchen for £25 a year and the co-operative will foot the fuel, telephone and insurance bills. At least 120 meals a day must be served in each school to make the scheme viable.

If parents give their support, Mr Booker hopes the first school dinner will be served after the half-term break.

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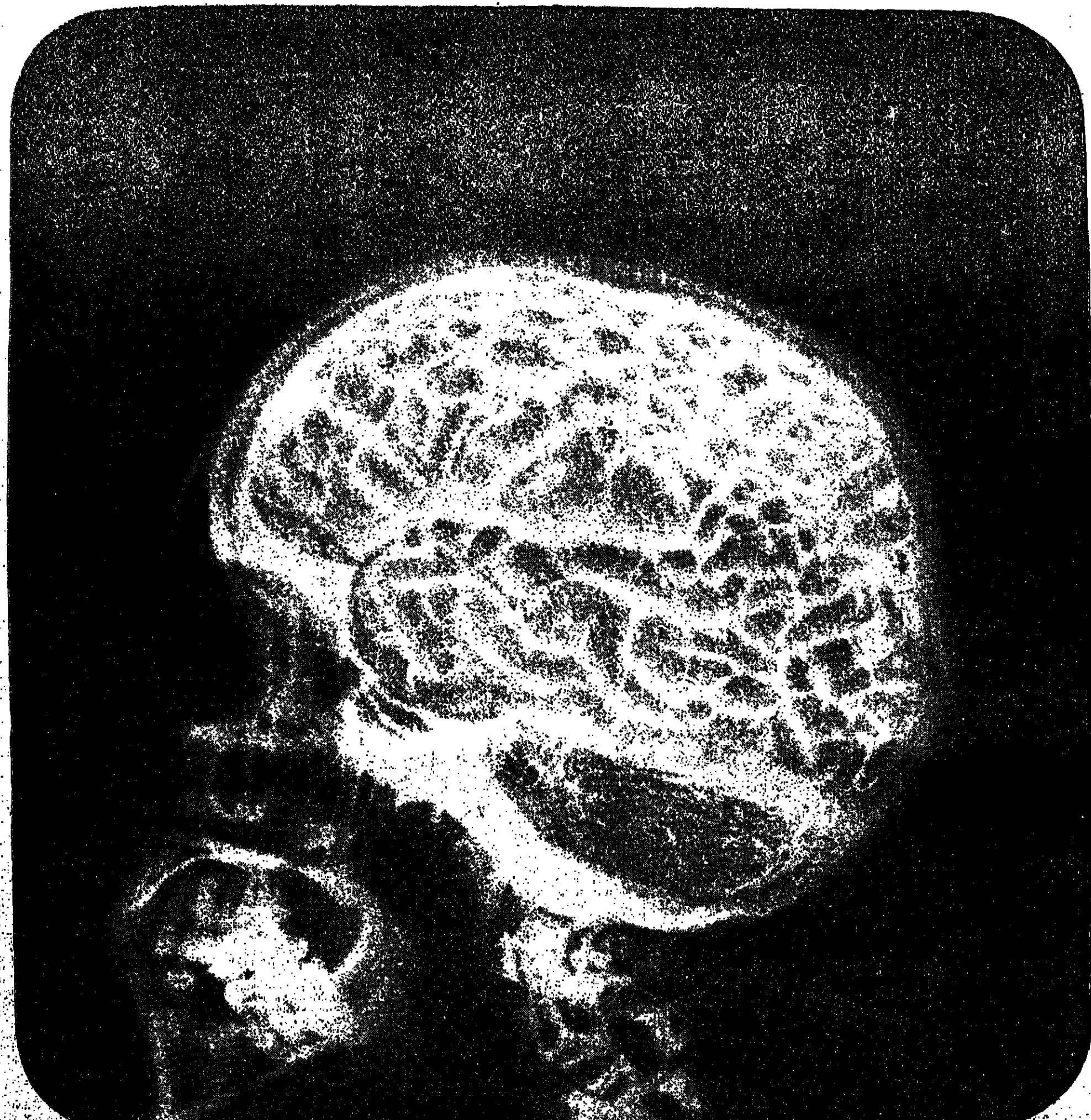
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The 1988 CARN ANNUAL BULLETIN, containing a list of members and their interests, plus articles/reports on current research activities, is available at £3 (including postage and packing). Publications and membership details are available from Mrs D. Whitcomb, CIE.

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School to work

Now, at last, the newspaper industry bares its own secrets. A new report tells all that pupils will want to know about how to get into journalism. Mark Jackson reports.

Surest way to get into print is straight from school



The surest way to get into newspaper journalism is still to skip university and look for a job on a local paper. Two-thirds of the current entrants are A or O level school leavers, and most editors who hire them want to keep it that way. This emerges from a survey about to be published by the Printing and Publishing Industry Training Board, the first comprehensive study ever to be carried out into the recruitment, selection and training of journalists. It is based on information from editors, reporters and from college lecturers and others involved in the training of journalists. The survey shows that although the proportion of graduates taken on for training as reporters has risen steadily in recent years, more than half the recruits are A level school leavers. Two-thirds of the photographer recruits have no A levels, and there are only one or two graduates in the annual intake.

Most editors of local weeklies, the biggest recruiters, think the present minimum entry qualifications of five O levels is about right, and they do not expect any change in the pattern of recruitment during the next five years. But editors of regional daily and Sunday papers expect the pattern to change, even though they believe it will be toward recruitment from pre-entry journalism courses rather than graduates. The pattern of recruitment by the other major means of entry into press journalism, is changing much faster: nearly two-thirds of recent entrants are graduates and post-graduates, by comparison with little more than a third of the older staff. None of the recent entrants among the sample of journalists on magazines and trade and technical journals had come direct from school.

When the survey was carried out, it got to Fleet Street—the proportion of the national newspaper journalists interviewed who had come into the profession straight from school and as graduates was nearly the same, at around a third in each case. Since graduates formed only 14 per cent of the regional journalists interviewed, it looks as if graduates are more likely to move on to national papers. The most common reason put forward by the journalists for choosing their career was their ability at writing English while they were at school, and the editor and variety of the work. Nearly all of them thought these expectations had been at least partly justified. Only about a third of the newspaper journalists had any contact with friends or relatives in the field before leaving school, and about half had no contact at all with newspapers. A third had no information about journalism from any source and only a small minority had got information from schools.

Main recommendations

- Establish more effective links with schools and the careers service and improve recruitment material and information.
- Investigate the implications of the Use of English examination used in schools.
- A paper, to be prepared by training board and national training scheme staff, on the apparent inadequacies of lever standards in English.
- More efforts to get editors trained in selection, with back up material and guidelines for their use.
- More contact between editors and colleges training journalists.

universities and colleges, or the careers service.

The main method by which the journalists had been selected for their jobs was by formal interview, although application letters played a big part. Short-hand was not stipulated for most of the jobs, and when it was, few applicants were ever asked to produce evidence of their proficiency. Nearly a half of the recent entrants said they were not given enough information about the job or the company. Most new entrants interviewed were not given any on-the-job training, and nearly half of it done by further education colleges apart from a minority of the use of language studies and editing and production techniques. There was a demand for more off-the-job training among journalists on periodicals.

None of those interviewed who were responsible for selecting journalists for jobs said they would insist on the proficiency certificate which is awarded under the national training scheme, and

the majority said they would even give holders any preference. Most editors thought they were getting enough suitable applicants as trainees, but one group of employers—the chains of week papers—joined with the hand of this field in expressing dissatisfaction. The main complaint was lack of motivation, and so far as school leaver recruits were concerned, lack of ability in English. One of the other criticisms was that they were not enough male applicants.

Fourteen of the 16 college lecturers interviewed who are involved in training journalists, were critical of the recruits—whom the majority thought academically poor: journalism, they believe is getting only the second best of the pupils. About half the editors and lecturers interviewed thought that complaints by journalists that they had not received enough information when they were considering journalism as a career were justified.

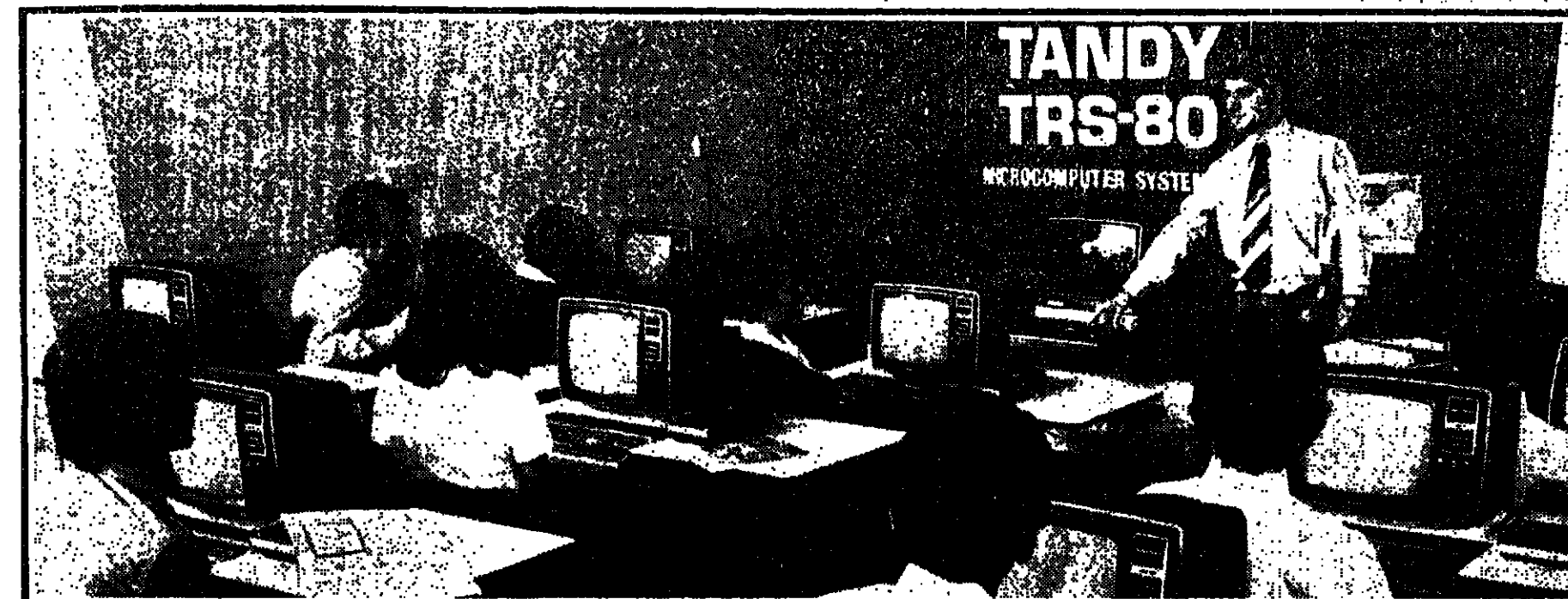
Of the rest, some took the view that anyone who could manage to get hold of the information needed shouldn't be coming to journalism anyway—one of the editors claimed that he actually withheld important facts from applicants to test them. But there was a widespread feeling among those editors who were dissatisfied with the amount of information available to youngsters that something needs to be done urgently to improve the presentation of journalism in schools and colleges and by the careers service. They believed that many current entrants and teachers have an inadequate or even highly prejudiced view of what journalism offers and advise the more able to steer clear of it.

The survey team comments, however, that although publicists and better pay may help overcome the problems of low motivation among trainees, these also depend on the way they are treated, and it is up to the editors themselves to try to improve it.

Trainee reporters entering the national training scheme			
	1973-74	1975-76	1978-79
Below five O levels	No. 27	No. 1	No. 1
Five O levels and above	177	61	72
One or more A levels	480	28	368
Graduates	131	103	254
Adult entrants	108	12	15
Total	823	205	733

Trainee Photographers			
	1973-74	1975-76	1978-79
Below five O levels	No. 1	No. 1	No. 1
Five O levels and above	1	1	1
One or more A levels	1	1	1
Graduates	1	1	1
Adult entrants	1	1	1
Total	4	4	4

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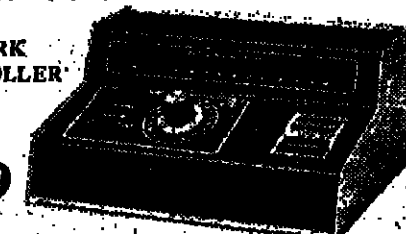
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Lastly, when standing up for the value he calls "autonomous institutions" Mr. Seldon reminds us of the place in our lives of all those activities which have no purpose in themselves, but which are necessary to the goals according to which we live. If we are to make no sense at all in terms of goals, it is much the same way, and the job of government, to be sure, is to make no sense at all in terms of goals, neither "rolling back" what is, nor putting in all power in the hands of what it does not believe is the state, having more power than any possible competitor for our support, but employing its power rationally. What is the point of this distinction? It is to show that in any sense that would not make professors like Burkean or like Burkean turn conservatives in spite of themselves is another question. Still, even when intellectual conservatives are not so much as the anti-intellectuals of Edmund Johnson or Hugh Thomas's writings of a few years ago, they are not the anti-intellectuals of interpretation of world history, the elegance of Mr. Seldon's mind is a nice change.



arts

Life in Fassbinderland

John Russell Taylor on Rainer Werner Fassbinder

Whereas most "important" filmmakers these abstemious (and no doubt frustrating) days manage to make about one film every three years or so, Fassbinder pours them out with such ease and fluency that we tend to get them opening two or three at a time. And that is counting only those which get some sort of a showing here; there are many that do not, as well as a lot of work for West German television and the products of his continuing involvement with his own stage company and with producing and sometimes acting in the films of other people. The spectacle of such copiousness is in itself a little disturbing; we forget that the Hollywood greats often made as many films, or if we remember choose to suppose that it was all a terrible consequence of being tied to the studio treadmill. They cannot, surely, actually have liked it; they would not, surely, choose to do the same if they were, like Fassbinder, completely free agents?

Probably yes. Hitchcock, for instance, was killed by inactivity. And Fassbinder's immense productivity is all part and parcel of his personality, his life-style and his gleefully demystifying attitude to the sacred art of cinema. Like the old-fashioned stand-up comedian, he can afford to take the attitude of "Like that one? Oh well, never mind: I've got a million of 'em." It is not therefore to be expected that we shall care for all his films; it is quite probable that he does

not care for them all, but he would rather make a dud or two and then get on with the next really good one than sit around brooding over the eventual production of that ultimate masterpiece which in the nature of things hardly ever gets off the ground, or if it does is generally killed by too much caring.

The three Fassbinder films on in London just now, *In a Year with Thirteen Moons* (at the Electric), *The Third Generation* (following it at the Electric on September 21) and *The Marriage of Maria Braun* (due at the Kensington Odeon and elsewhere on September 18) offer among them a very fair idea of his strength and limitations as a filmmaker, and incidentally a convenient, if not always enjoyable, tour of his own personal landscape. Life in Fassbinderland is not, be it said at once, the cheeriest thing imaginable. We got some inkling of why in his episode of Germany in Autumn (1978), in which his private life is shown as a gloom-drenched study in squalor and paranoia; all else we need to know is that his lover of that era subsequently killed himself. In this context *In a Year with Thirteen Moons* (such years are supposed to be psychologically disastrous) is particularly illuminating—or illuminating, as the case may be. It concerns the last five days in the life of a gregarious transsexual who had the opportunity on an impulse in the hope of pleasing a man he/she had fallen in love with, and was then spurned.

Poor Elvira had a traumatic childhood as a not-quite-orphan, found a little satisfaction working in a

slaughterhouse (though they will not take her back now she is a woman), made a living (rather improbably) as a prostitute to keep her first male lover who now hates her and beats her up, and gets regularly battered by everyone in sight for being an ex-man, being a woman, or just being a pain. All very sad, of course, but so unrelieved and echt-German that it soon topples over into self-parody and giggles start to punctuate the yawns. *The Third Generation* I cannot myself make head nor tail of: it is a series of episodes in the lives of a group of revolutionary anarchists who take up, betweenwiles, a life of farcically incompetent crime and keep betraying one another or fraternizing with the enemy (a very aged Eddie Constantine) in pursuit of obscure ends which are supposed, I think, to tell us something about life in Germany since Hitler.

But then, when one is just about to give up on Fassbinder, along comes a film like *The Marriage of Maria Braun*. It is just as pervasive and unclassified as the other two, but it is crisp and funny and attractively bizarre, made with all the wit and intelligence of a comedy. It is a parody-variation on a classic John Crawford baking-pies-to-success story, or an allegory of Germany since the war (I suppose they do still have to keep on explaining and castigating and justifying themselves), the progression of Maria from suffering war-bride to cabaret star and hostess to big wheel in a really rich and strange performance in the central role from Hanna Schygulla, a long time Fassbinder regular, to keep us happily employed.

Ghosts in the machine

Richard Mabey on a week's television

A video machine in the house takes as much getting used to as a new pet. By no stretch is it a servile domestic like the set itself. The red digital clock pulses all night long, suggesting internal business way beyond the call of clerical duties. Something is going on in there.

In the first of a series of 13 promising atmospheric horror movies, specially made for television by Hammer (*Witching Time*, ITV, Saturday) the unfortunate victim was a film music composer (played by Jon Finch) who spent much of his time in front of a synthesizer and VTR console in an isolated West Country farmhouse. We first see him, exhausted by drink and the tireless demands of the rewind button, playing and replaying a scene from a film in which his unfaithful actress wife is about to be attacked by some unseen ghoul. (In real life she was, she is at the moment being held by his GP.) A seventeenth-century witch appears shortly afterwards, and after toying delightfully with technologies novel to her ("Give me more power", she says, switching her attention to turning on the composer. The village rector later discovers that she had been a previous occupant of the farmhouse and had vanished just before being burnt at the stake. But there is no doubt in our minds about the cause of her remoteness.)

It was those jealously ritualistic playbacks on the video machine that dangerous cheater of time and new instrument of possession. But who is the possessor, and who the possessed? The machine has taken up residence in his house not just to serve the demands of this column, but because I have recently had to write a commentary for a film on the history of Britain's wild flowers. (These days, a typed cassette takes the place of a story.) It is best not to dwell on the kind of demons you may be conjuring up, but to enjoy the endless slow-motion, pixilated and frozen versions of your own homelife. But the tedious scanning of edited film brings about a great respect for the unending craftsmen of the cutting and dubbing rooms, a salutary lesson for those presuming to comment on their finished works, and one which may be one of the most valuable side-effects of the spread of video machines.

I have to spend the first week of my reviewing stint in the studios at Bristol, helping make the final edit of news, pictures and music. So I decide to make a virtue of necessity, and concentrate on Bristol for the week—a heavy one it happens, and ironically for a station best known for its natural history programmes, one dominated by the supernatural. Angela Ripston reporting on *The Psychic Business* (BBC Wednesday) is a more half-hour drama than the *Dark* series. I set the timer on repeat for 10.15 and depart for the West.

Bristol has a justifiable reputation for being one of the most intimate of the regional studios, with more of the atmosphere of a notice board carry little messages of good wishes for forthcoming programmes. The *Dark* series is a good example of this, and is a good example of the way in which the studio can be used to create a sense of place and atmosphere.

Let's have a bit of fun before returning to the point. The *Dark* series is a good example of the way in which the studio can be used to create a sense of place and atmosphere. The *Dark* series is a good example of the way in which the studio can be used to create a sense of place and atmosphere.

The numbers game is one that can be played, even if it is a little bit of a cheat. The numbers game is one that can be played, even if it is a little bit of a cheat. The numbers game is one that can be played, even if it is a little bit of a cheat.

W. S. Brown

Block bookings

In their hour of need, theatres are wooing schools. Sandra Hempel reports

This week pupils from 30 London schools went to a matinee performance of the Old Vic's controversial production of *Macbeth*. Before they went, Inner London Education Authority drama officer, Geoffrey Hodson, took the unusual step of writing to their teachers about the play. He warned them that the play was long, that the first act lasted for two hours, and that, as aspects of the production, such as the Hammer-horror use of stage blood, had made adult audiences laugh, it was likely to have the same effect on children.

It was up to teachers, Mr Hodson said, to make sure that their pupils were prepared for what they were to see and that, whatever they thought of the production, they got some value from the visit. He also sent copies of the reviews with the suggestion that children discuss them after they had seen the play and compare their impressions with those of the critics.

IEA had booked half of the matinee for the matinee and Mr Hodson was hoping that the other half would be adults. An all-school audience is more likely to be unruly (there is a story that Sir Ralph Richardson once broke off in the middle of a performance to tell his young audience that he would stop the play if they did not be quiet). Both teachers and teachers dislike the all-school performance because it tends to turn into a typical school outing. For this reason the National Theatre will not perform before an audience of children only.

IEA does most of its block booking through the subsidised theatres such as the National, the Old Vic, the Young Vic and the Royal Shakespeare Company. It also supports the Unicorn Theatre, which is entirely for children, with productions to suit various age groups from four to 12. The Unicorn is one of the few places in London where primary school children are catered for. The St George's Theatre in north London, which through its director George Murray is deeply committed to education, is currently negotiating with IEA in the hope of attracting some block bookings.

Last year IEA block-booked 75,353 seats for drama, music, opera and ballet, with 48,108 going to drama. The Authority gets an increasing number of offers of theatre seats at discount rates. One positive effect of the current economic difficulties is that more theatres are prepared to offer more discounts on more plays. IEA has to try to ensure that the plays it supports will interest a large number of schools and be suitable for school consumption.



Will children laugh?

take 20 pupils to *Macbeth* was not concerned about the criticism of the play because her group was familiar with Shakespeare.

"As an introduction to Shakespeare it might be worrying but because we are taking children who know it, it will be of value whether it is good or bad. I have known children to laugh at what should be a serious line in the theatre and quite rightly because it was done in a way that it is no bad thing for actors to test their performance against a child's less sophisticated reactions." A teacher from another London school, however, was less happy about *Macbeth*, though not for educational reasons: "Our head is against any school

trips of any kind. We have to fight hard for every play we see and something like the row over *Macbeth* is all grist to his mill."

In its advice to teachers, IEA, emphasizes the importance of sending children of the right age group. When the Young Vic did *The Ancient Mariner*, Michael Bogdanov said it was suitable for children between six and 12. "Although it was an exciting piece of theatre, the poem was too difficult for those children. It was a mistake," Mr Bogdanov said. Next month IEA has block-booked for one performance of the Young Vic's *Round the World in 80 Days* and for two performances of *King Lear*.

The reasons for offering school seats, whether through the IEA scheme or to individual groups at a discount, vary between the subsidised theatres and the commercial ones. As a general rule, the subsidised theatres have a firm commitment to education and, while it is obviously useful to sell large numbers of seats, even at a price for some less popular plays, they will offer the same deals on any production. The National, for example, gave discounts on top-selling plays such as *Amadeus*, *Galileo* and *Death of a Salesman*. "Obviously if we were taking a pure financial decision we would not make a reduction of these," said the National's marketing manager, Don Keller. The National does around £15,000 worth of business each year through IEA and the London Borough Association, which runs a smaller but similar scheme for a group of outer London authorities.

Schools can, of course, take independent advantage of party discount booking schemes if they have sufficient numbers in the group. The normal reduction is around 15 to 20 per cent for parties of 15 or more, sometimes with a free ticket for the accompanying teacher. Deals at the commercial theatres vary according to market conditions. In the past many theatres offered school seats only. Theatres now offer to reduce the price of seats or to waive the end of a run when bookings were falling off. Now more are offering a wider range of productions at a discount. Theatres are anxious to fill seats and are normally prepared to discuss a deal on most productions. The Musical Officer, which was a very popular IEA block booking, is available at a school party rate of £3 for a seat that normally costs £5. These are offered on every performance except the late Saturday show when the rule, too, can be relaxed at the discretion of the box office.

Rosemary Squires, of the Wyndham Theatre Group, which runs four West End Theatres, emphasized the favourable position that school groups are now in. "We are prepared to be very flexible because West End theatres want the business. It is always worth any teacher approaching us over any performance."

Among this week's contributors: W. H. G. Armytage, professor of education at Sheffield University; Harry Judge, is director of educational studies at Oxford University; David Kirk is professor at the School of Public Policy and School of Law, University of California (Berkeley); Harry Acs was formerly professor of education at York University, and has recently retired from a teaching post at Woodberry Down School, London; W. W. Robson is professor of English literature at Edinburgh University; Alan Ryan lectures in politics at New College, Oxford; Roy Shaw is Secretary General of the Arts Council; Colin Watkin is author of *The Child and the City*.

Newham International Festival of Theatre in Education: Ian Bowater, organizer of N.I.F.T.I.E., requests people who have sent him booking forms contact him at the Education Offices, Stratford Broadway, London E15 4BH. (01-534 4545 ext. 421) for material connected with the festival has been stolen from him.

Pursued by a bear

The Winter's Tale National Youth Theatre of Great Britain at the Jeannette Cochrane Theatre until September 20.

"What was *The Winter's Tale* all about?" mumbled the drunken Ben Jonson. Quite the best part of this NYT production lies in its clear, clean exposition. At least we can hear and comprehend. Set on a bare, cream pillared stage, decked out in mushroom and mulberry crinolines (nineteenth century and talking of Oracles!), Act One offers a series of statuesque groupings and stately attitudes. Jamie Ripman's Leontes is oddly sympathetic amidst much "padding of palms". One sees good reason for jealous rage—but very few of the symptoms appear. Puzzled, urbane, like a suburban clerk in difficulties with the mortgage broker, the idea of dashing out babies' brains seems little more than an ill-mannered joke. And without passion, how can redemption be anything more than a technicality?

Nevertheless, the flashes of lightning that lit up this play burst through in the end. The exquisite statue (Ann Miles as Hermione), like an authentic Tussaud creation, truly returned from the dead with pulse and warmth and with real forgiveness.

Peter Farrington

Schools Prom

The Schools Prom is six years old this year. Nearly one thousand young musicians, chosen from this year's National Festival of Music for Youth held in July at Croydon's Fairfield Halls, will once again fill the Albert Hall for three evenings in November with their masters, waving scarves, and cheering voices.

This year 27 groups will be spread over the three evenings of November 24, 25 and 26; there will be a brass band from Bournemouth, a recorder band from Canterbury, a jazz quartet from Aberystwyth, a jazz band from Doncaster, a steel band from Rugby among many others. After groups from India last year, and the United States of America

and Russia in previous years, this year's visitors from overseas will be Le Chœur du Lyceé J. B. Corot from Sauvigny-sur-Orge, near Paris. Choral and vocal representation has been almost non-existent so far at the Schools Prom, so it's good to know that they will be singing each night, accompanied by youth orchestras from Essex, Hampshire and Wessex.

Nicholas Daniel, the oboist and 1980 BBC Young Musician of the Year, will be one of the special guests this year, together with jazz saxophonist, Ronnie Scott, and Christopher Hornsby. The Schools Prom is directed by Derek Jewell and sponsored by The Times, The Times Educational Supplement and Commercial Union Assurance.

When was the last time you saw 600 unknown masterpieces in one day?

The Cadbury's 1980 National Exhibition of Children's Art opens at the Guildhall on September 12th.

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This year's exhibition opens at the Guildhall, Aldermanbury, E.C.2, running from 12th September to 14th October. The Guildhall is open from 10am to 5pm, Monday to Saturday, admission is free. (Nearest underground Bank).

Who knows - this may be your last chance to see the first works of a future master.

Cadbury's National Exhibition of Children's Art 1980.



Take out that pocket calculator that you put away in a drawer, not long after acquiring it, and check the following statement: "House prices rose 1 per cent in the first quarter of this year, which represents an annual increase of 28 per cent." Seven times four equals 28, all right, but that is not the point. Your base is 100, which becomes 107 on March 31. You then have to work out 7 per cent of 107, not 100, and so on. The final increase would be more than 28 per cent, so that the politician quoted was selling himself short, in his attempt to criticise the other party.

In fact the whole calculation was nonsense anyway, because it assumed January 1 as a base, and because it assumed that house prices rise uniformly throughout a calendar year. There are, of course, damned lies, and statistics. There are also mathematical blunders, and made the one above.

Look at any newspaper. Listen to any news broadcast, and you will find it matters and matters to have the authority of a professional. They do in that for instance seven times four equals 28. There is no getting away from that. However, as soon as you start to put words round the figures, it is a different matter.

Let's have a bit of fun before returning to the point. The *Dark* series is a good example of the way in which the studio can be used to create a sense of place and atmosphere. The *Dark* series is a good example of the way in which the studio can be used to create a sense of place and atmosphere.

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CHILD'S PLAY IN GERMANY

Gillian Thomas recommends Germany for a family holiday

Within an hour of landing at Bremerhaven, our trip to Germany had begun - with a bang! The children, aged twelve, nine and seven, were enjoying the delights of the leisure park at Verden, 50 miles to the south.

Having paid an entrance fee of 85p each (school groups pay 75p) and £1.10 for my husband and me, everything else was free - miniature train rides, pedal boats, raft rides through a dinosaur jungle, crazy bicycles and a large variety of ingenious playground equipment, including two life pulley-swings.

In addition, life-size moving puppets depicted well known fairy stories in tableaux among the trees.

Such parks are now to be found in many places in Germany. Open from March to November, they are best visited on weekdays and outside local school holidays to avoid the crowds.

This particular one began 10 years ago with the fairy tale, Hansel and Gretel. In fact, the whole area from Bremen down to Jassau is full of fairy tale castles, as it was there that the Brothers Grimm collected and wrote their stories.

Later in the morning we watched a re-enactment of the Pied Piper. This takes place every Sunday in the park on the terrace of the gabled building. We also visited the 'Hansel and Gretel' house, a small, dark, deep in the Reinhold pine forest where Sleeping Beauty lay for her 100 year sleep.

We stayed on a farm near the Harz Mountains, throughout Lower Saxony. This is a well-organized network of farmhouses which offer approved accommodation at very reasonable prices (from £4 a day for self-catering) to £7 for full board with children's reductions).

The children were thrilled to be living in a 'Hansel and Gretel' house. As they were the 60,000 being milked in a field by portable machines, the farmer explained how the milk had to be tested to BSE standards, for fat content and freshness, before being sent to the local dairy to West Berlin.

They handled plump week-old piglets and early one morning watched a batch of older ones were rounded off to market.

As the children it was an invaluable experience for them to see a real country life in this way. The farm buildings were attached to the house under one high pitched red-tiled roof which was used for

storing the hay, and to our delight also housed several families of kittens!

On our beds at night, we had to get used to Federbett, thick heavy quilts which proved very warm, and thin soft pillows. The children missed their cereal at breakfast (though they got hot chocolate instead of milk) and did not much care for Germany-style boiled eggs - semi-hard and cool. Black bread came as a surprise too; they preferred rolls or thick white sliced bread, known there as 'toast'.

We got slices of cheese and sausage both for breakfast and our evening meal. Lunch consisted of a large bowl of soup, usually followed by a roast with a salad and large quantities of potatoes or rice - and then a simple sweet.

Our requests for glasses of water were invariably greeted with cries of 'disobedient! no drink! wait! it from the tap - very unhealthy stuff they thought - instead of buying fizzy mineral water.

The children soon picked up some German words, particularly those connected with food, including the polite 'Guten Appetit' said as we began a meal and 'Bitte schön' in response to every thank you. Rapidly learned too was 'Kuchen mit Sahne' - cakes with cream!

The adverts on lorries and hoardings were another good source of words and they all learned to count while mounting the steps of the high slides we found in the elaborate playgrounds in even the smallest villages.

The Harz Mountains cover a compact area, 25 miles across and 20 miles from north to south, plus almost twice as much across the border in East Germany. They are criss-crossed by excellent roads which twist through dense pine forests between the small resorts. The area is a walker's paradise, with magnificent air and miles of well-marked paths of varying difficulty offering breathtaking panoramas through the dark green trees, often to sparkling lakes below.

One day we took a chair lift up the Harz Mountains which is right beside the border. From the top there is a magnificent view of the 'Brocken', the Harz's highest peak.

Along the eastern side of the border a wire mesh fence, the trees have been cleared so the path through the forests can be clearly seen. The watch towers are clearly visible at regular intervals, each with two guards looking out through binoculars. It was a vivid demonstration of Europe's political real-

ities and for the children a memorable geography/history lesson.

This part of the Harz provided with another memorable - but happier - experience: a swimming pool with waves. For 10 minutes every quarter of an hour a pool at Bad Lauterberg was swamped by two-foot waves which rolled across from the deep end and broke on the steps at the other. Following in them was exhilarating and much warmer than on a beach!

Swimming pools are now found throughout Germany, though they are conventional ones, too - usually have a limit on the time you stay. And bathing caps are compulsory, even for males.

The existence of many such pools and regulations was hailed by the children as a characteristic feature of Germany. 'Please... be between 13.00 and 15.00' they deciphered with amusement. Several playground signs, but they found most surprising of all, the way in which pedestrians were warned of on-the-spot fine waited at crossings for a green light, even when no traffic was sight.

Leaving the Harz we drove westward to the river Wupper near Cologne, to stay with Mrs. Fun. On the way we passed at 'Fun' where the American War West has spectacularly come to the remote wooded hills of the Saue.

We arrived just in time for a shoot-out. On the spot immediately was the sheriff who turned out to be a genuine police officer, seconded to Europe to do police relations for Texas!

Also very exciting was a splash ride into the Wupper. The train through the hills, the top of which was reached by chair lift, was sampled both twice, and then we saw a magnificent old-time steam train through the hills. The train through the hills, the top of which was reached by chair lift, was sampled both twice, and then we saw a magnificent old-time steam train through the hills.

It proved an excellent base for day we explored the woods of the picturesque Barmbecker. The black and white timbered houses and late waltzes with hot, chestnut and cranberry. On another day we took a chair lift up the Wupper valley, the world's only, hand-

continued on opposite page

"Child's play in Germany" continued



The children enjoyed living so near to animals on a farm near the Harz Mountains.

railway which glides excitingly over the river carrying commuters and shoppers between the towns which lie along the narrow valley.

But it was the Rhine which really fascinated the children. They watched the huge barges, often heavily laden and low in the water, plying up and down. Many had washing flying and the skipper's car on the deck.

There is a regular steamer service up and down the river. We travelled from Cologne up as far as Linz, past the famous 'Dragon Rocks', though the most spectacular scenery is further upstream, between Coblenz and Mainz.

Nevertheless, we got a flavour of the steep hill sides covered in vines, planted in incredibly straight lines, and ruined castles on the hillsides.

Cologne itself, virtually destroyed in the Second World War, is now one of Germany's finest cities. There are excellent shops, museums and restaurants (including MacDonalds!).

First on our itinerary there the children put the cathedral. In particular they wanted to climb the tower's 502 steps which wind past nine huge bells to a viewing point 300ft up. It was a clear day and we saw right down the Rhine and across the city towards the Belgium border.

Next to the cathedral is the excellent Roman-Germanic Museum which houses a unique collection of Roman items excavated in the area. It was purpose-built round the site of the most remarkable of all, the beautiful Dionysos Mosaic. This was the floor of a Roman house in the third century which was unearthed in 1941.

Everything in the Museum is attractively displayed and it provides a remarkable insight into life nearly 2,000 years ago. Indeed, our son volunteered that in future his Latin lessons would mean much more to him!

Equally no child's visit to the area would be complete without a day at a very different venue - Phantasia Land in Brühl. Germany's answer to Disney. At £2.25 (£2 for groups) it would be difficult to find better value for a day of family entertainment.

Two roller-coasters, terrifically fast and high for my husband and me, though the children had four rides on each with no ill effect; an overhead railway, a watersplash ride, pirate boats on a lake, gondolas through an Arabian Nights display and a cowboy town.

Even if it rains there is plenty to do under cover, with regular dolphin shows, a Western cowboy show by life-size electronic-controlled puppets. And throughout the area there is a Phantasia Land, too started as a fair-tale park, but its two owners, who live on the spot, have gradually developed the attractions. Even with only a brief pause for a Bratwurst and 'Goke' for lunch, we did not have time to see them all and another 'China Town' is due to open next year.

There are reductions on most entrance prices for both groups and families. Details of group facilities and boats to Bremerhaven from Pilsen, Berlin, 13/14 Queen Street, Maplin, London W1. Student groups travelling on German railways get a 45 per cent reduction (35 per cent for groups of less than 25) and for local excursions, return tickets are 600p value at DM40 for two persons and DM50 for families. Details from the German Federal Railway, 10 Old Bond Street, London W1.

continued on opposite page

THE PARK IN THE PYRENEES

Ordesa National Park is an environment where nature is allowed to do whatever it wants... writes David Wickers

Spain and mountains may sound rather incongruous, especially if your first hand experience of the country is limited to its sunbaked beaches on the Costa White. Unless you happen to be a geographer, map fanatic, familiar with the twists and turns and other nuances of national frontier lines, it is easy to assume that the Pyrenees are mostly French, with Spain and Andorra possessing a few minimal chunks. Not so. By far the greater bulk of the range, which ranks second only to the Alps, belongs to Spain.

The Ordesa National Park lies within the central and most rugged Aragon range of peaks, small in total area yet an immense canyon landscape that hugs the river Aragón. It is a truly fiery world of 100 kilometres long and three at its widest - with plans sloping at a grand extension - the area has remained unpopulated, being too narrow and limited in access to appeal to local farmers. Now, as a national park, it is a wilderness.

Although rarely credited with having much of a conscience about their natural heritage, Spain has been a pioneer nation in the cause of conservation. Ordesa was designated as a National Park in 1918, second only in the world to Yellowstone in the United States (France didn't create their Pyrenean Park until 1987). Administered by ICONA (Instituto Nacional Para La Conservación de la Naturaleza) Ordesa is an environment where nature is allowed to do whatever it wants in order to survive, without human interference.

In spite of the importance of tourism to the Spanish economy Ordesa has been spared commercial exploitation. Such priorities were echoed by ICONA's provincial chief in Huesca, Alfonso Diaz, when he called "a series of avalanches that uprooted a number of trees... We left them just as they fell, only clearing those that actually blocked the path. Even though the area may have looked more attractive without the mess, it was a matter of education, process and so the trees must remain where they fell".

Ordesa is far more remote than mere villages would suggest. Most of its annual 300,000 visitors are Spanish, the majority of those from schools and other centres of education. Foreign tourists who venture over the passes and negotiate the wiggly routes to Ordesa discover a unique east-west lying canyon. It is the most beautiful valley in the entire Pyrenees, classically sculpted out of the limestone of the Peradillo, Europe's mightiest limestone peak. The sheer cliff walls, often wildly formed and painted in colours from rust reds to pastel blues, are characterized by rounded cirques, natural amphitheatres of rock that form an abrupt end to the main Aragón valley, at the head of the National Park - the Cirque of Sotano - and its fast falling tributaries.

The only way to enjoy Ordesa is on foot. Because of its steep sides and flat bottom the canyon affords an intimate contact with the immensity of mountain scenery even for someone who feels dizzy just standing on a chair. The peaks stand so close that you are as likely to get neck aches as tired calves and thighs, although there are plenty of inclines for those wanting to let off steam, several of which lead to the cliff walls and the territory of rock climbers and mountaineers proper.

Several routes have been signposted and waymarked throughout the park, ranging from the easy, easy and dividing at the Virgen del Pilar, a wooden altar placed dedicated to the mountaineers of Aragón. The easiest routes to follow are those that skirt the valley floor. A stony path leads back to the Sotano cirque and the base of the peaks known as the Three Sisters, with Monte Perdido's 3335 metre tip visible on a clear day, will take you past a series of cascades and waterfalls that must rate among the most spectacular in Europe.

Each one is named after its appearance: the Falls of the Cave, the Stair, the Tail of the Horse and,

the most terrifying of all, the Narrows One. No matter where you roam in the park, there's always the sound of water, occasionally gentle, therapeutic trickles, most often violent gushes.

From the head of the valley you can follow the steep path up onto the surrounding bare plain to the refuge hut at Coriz, one of several designed mainly to accommodate overnight mountaineers. Most of the higher routes remain closed until the early summer (the barman at a local hotel takes the bucket of ice from the fridge to explain to a non-Spanish speaking guest why he can't go where he wants).

In summer, you can return from Sotano by a high level panoramic path known as the Faja de Pelay. Other routes branch off from the valley bottom and zig zag up through the pines and silver firs until you reach the rock face. In some places you'll find 'clavijas', iron steps built into the rock to help visitors unclimb the steeply sloping paths. One flight of clavijas was custom built for a Mr. Buxton, an English hunter.

The most spectacular view of the valley is from Ponto Acuta on the southern edge, reached by a steep path called Cazadores, the hunters' and a flight of clavijas, the hunters' tracks up from the village of Torla. From the northern side of the valley you can walk to Gavarnie in France, following in the turn of the century footsteps of Hillary. Below the frontier can also be reached by taking the vehicle track from Puento de los Navarros just outside the park boundary, along the valley of the Rio Ara - pausing for refreshment at the simple, unassuming restaurant at Santa Elena, sometimes open, sometimes closed - and on up the Bujaruelo gorge. There is talk of building an international highway linking Ordesa and Gavarnie along this very way but, thankfully, the Spanish are still talking about it.

Ordesa is a hidden refuge for trees, flowers and animals away from both man's needs and more capricious wants. You won't see many of the animal habitat, though they'll no doubt be keeping an eye

on you. Since hunting is strictly outlawed, many good-to-eat or richly fur-wrapped species have been able to survive. Wild boar and red squirrels live in the beech woods and amongst the thickets of hazel and willow along the valley floor, while martens prefer the pines and silver firs. Ibex, or wild goats, and the rebecco, a Pyrenean species of chamois that have evolved in isolation from the rest of the animal kingdom, are occasionally sighted against the crags. If you should hear screams coming from the woods like the sound of a mad axeman's victim it is probably a marmot, a squirrel like rodent. And among the park's avian community are falcons, bearded vultures and eagles, occasionally sited on high, effortlessly gliding on the rising air.

The park's flora is even more exuberant than its animal population. Along the valley bottom and lower slopes, where temperatures can climb high in the peak summer months, there are rhododendrons, continued overleaf

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George Hunte recommends the Gargano for lovers of sea, sand and sun

Close to San Severo on the most easterly promontory of Italy is Vieste, a hill fortress town built to withstand the constant assault of pirates who roamed the Adriatic for centuries. Above San Severo, sea for its vines and grapes, is the ancient Roman city Lucera, founded by Augustus Caesar and still guarded by the immense castle that was erected by Emperor Frederick II, whose son Manfred said his last farewell there to his wife and son before going to his death in battle at Benevento.

The isolation of the promontory of the Gargano from major highways, extending as it does, for 65 kilometres into the Adriatic, is responsible for its comparative immunity from overbuilding. The traffic that passes between Manfredonia and Peschici is chiefly concerned with local occupations or recreational. There are no autostrada, only scenic routes that meander up and down the cliffs that overhang beaches, sun, or that pass through rich yielding orchards in the interior leading to famous sanctuaries on Monte S. Angelo or San Giovanni Rotondo, where the Capucin friar Padre Pin di Petrucina worked acts of mercy and, some say, miracles.

There was a time when the entire Gargano was cloaked in trees that gave shelter to wild boars and deer. Today only 12,000 acres remain in the Shade Forest (Foresta Umbra) that is preserved by the equivalent of Britain's Ministry of the Environment. There, 800 metres above sea level, deer and other animals share the hospitality of trees that grow to great heights, among them beeches, oaks, maples and pines, and special areas are reserved for hikers who want to cook in picnic reservations.

The coastline of the Gargano is embellished, too, by the green pines of Aleppo that cluster the calcareous hillsides and, more like umbrellas down to the water's edge. The presence of pines and the multiplicity of oaks make the coast between Testa di Gargano and the seventh kilometre north of Vieste ideal sites for camping holidays. The range of accommodations provided varies from basic to luxurious, but for all there is the sea, and fun to be had from sailing, scuba diving, motor boating, and exploring grottoes which are abundant in rock formations surrounded by Capri-like foliage.

From Vieste, a beautiful day trip can be made across the sea to the island of St. Peter, called "Isola di San Pietro" but more familiarly known today as the Caribbean blue islets to the east, the island of St. Peter. On this island, the summer of these islands, San Domenico, Augustus banished his too indulgent daughter Julia, on an island, San Nicola, the Benedictine monks from Monte Cassino, erected a massive abbey hill fortress in the eleventh century. Julia's fertile island of exile is today covered with pines, and dotted with hotels, restaurants and shops.

Like the Alps, the Gargano was formed over millions of years from calcareous rocks. From the carbonic acid, derived from rainfall and subsequent corrosion of the rock surface, many fascinating grottoes are formed, and "near" Vieste have charming islets of Trinità. On this island, the summer of these islands, San Domenico, Augustus banished his too indulgent daughter Julia, on an island, San Nicola, the Benedictine monks from Monte Cassino, erected a massive abbey hill fortress in the eleventh century. Julia's fertile island of exile is today covered with pines, and dotted with hotels, restaurants and shops.

"Park in the Pyrenees" continued. The best hotel in the area, and the one nearest the park (about four kilometres from the boundary) is the Ordesa, beautifully situated with the mountains rising above like a curtain at the end of the park. It is a modern establishment, daughter Julia, on an island, San Nicola, the Benedictine monks from Monte Cassino, erected a massive abbey hill fortress in the eleventh century. Julia's fertile island of exile is today covered with pines, and dotted with hotels, restaurants and shops.

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Vieste: a street near the cathedral

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tacular grottoes around Paganico, which, for its marine beauty in some places, surpasses Capri and Ischia. The approach to the grottoes should only be made in boats that have awnings if the journey is made in early September. For, although Puglia is still one of the driest places (Horace called it thirsty) in Italy when it rains it pours.

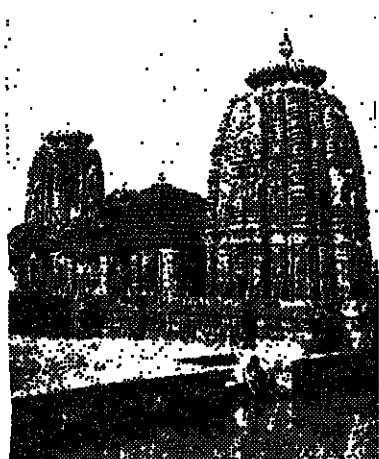
The seventh kilometre north of Vieste is approximately the site of the first known settlement on the Gargano at Morinum. After its destruction by pirates the remnants of the population moved into the forest of the Gargano. Just over a mile before the entrance to the Adriatic, the ruins of the city of Vieste are still visible.

The earliest reference to the inhabitants of Merinum was made by Pliny the second, who died in the eruption of Vesuvius in 79 AD. Vieste shares with England the patron saint George. And the town preserves two halls of stone from a 12th-century castle, the remains of which are still visible. The town was founded by the Normans in the mid-thirteenth century. The town was founded by the Normans in the mid-thirteenth century. The town was founded by the Normans in the mid-thirteenth century.

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THE VIEW FROM ORISSA

Naomi Mitchison remembers the temples and villages of India



Makleswar Temple, Bhubaneswar

This was almost 20 years ago. But has Bhubaneswar in Orissa altered much? Bhubaneswar with its fantastic Hindu architecture, the gods and their symbols and followers crowding the steps of seven-storey ecclesiastical buildings crowned with spiky lotuses—no, it cannot have changed much, though no doubt the temples are now fully equipped with loudspeakers and ever more highly coloured pictures—one almost said advertisements—of gods and goddesses.

Before the days of these gods Orissa was Kalinga. The Emperor Asoka conquered it and killed a vast number of the original inhabitants but was himself converted to Buddhism, which insists that if you are an emperor you must also be humane. Yet Buddhism lapsed into the local variant of Hinduism. This has happened over the centuries to other religions. The tribal animal deities slipped easily into the Hindu pantheon. The mother goddesses married the Aryan father god and everything went smoothly.

There was a tribal village close to Bhubaneswar only a few paddy fields away from the suburbs. Suddenly there is a habitation, thatched mud huts with scarcely anything in them, perhaps one or two storage or cooking pots, perhaps a bed frame, but less than in many parts of Africa. Thin, almost naked friendly children observe the visitors. There is a very new orthodox Hindu shrine in the middle of the village but just outside under a peepul tree there is a sacred stone smeared with colour, scattered with flowers and with a few pottery votive horses beside it.

There are horse shrines like this in other parts of tribal India but what do they represent? Are they the remains of an earlier horse sacrifice or a horse totem? The horses are crudely made with thick legs. Nobody explains.

Hinduism is very permissive, religiously but less so socially. The tribal villages have schools of Hindu teachers who make their pupils wear suitable clothes and behave in an acceptable way, especially as regards marriage and all that. They



The Sun Temple, Konarak

are just as firm as Christian missions have been in the past.

The tribal people will mostly be absorbed by the towns—on the lowest level at semi-starvation, but trying to get into the money economy and of course losing their tribal cohesion and social virtues in the course of it.

For many centuries these village men and women were deliberately cut off, stupefied in order to make rule easier. They lived by the sea, isolated from the next village without the interests or risks of the higher castes, with less mobility and differentiation than European villages. The village did not go to war as the English yeoman did; he merely exchanged tax collectors. It seems likely that his attitude to today's politicians may be of the same kind.

There was also a beautiful Brahmin village, a gift from some royal personage of the last century to a group of scholars. In it a wide and dignified street of single-story thatched houses closely adjoining one another with pillared narrow verandahs. All were backed by palm trees waving high over the thatch, the little palm swigs darting busily round their crowns.

At each end of the long straight street there was a small temple. Externally it was much like other mud and brick built villages but these houses had a little furniture and the women of the household were clean and charming. There was an air of simple cleanliness and elegance, partly no doubt due to the servants who lived not in the village itself but in humble non-Brahmin quarters outside.

In this village the boys, and increasingly some of the girls, were going to school and might well go on to university. Doubtless the scholarship of these Brahmins was becoming more and more remote from the kind of scholarship which is so desperately necessary if India's problems are to be solved.

The children were likely to do arts courses and imbibing much of the singularly useless English literature information out of which an arts curriculum is still devised. But they were charming, handsome and beautifully mannered children. So were those in another village which mainly occupied itself in painting religious pictures and making religious masks and small objects. They follow a tradition of centuries and are likely to do well for some time yet, since they are among the main suppliers for Puri, "the city", one of the great holy cities of the world where people come on pilgrimage to the Lord Jagannath manifesting himself with his sister, "brother". But so long as he stays within his temple inviolable to Europeans, we can only gaze from the roof of a neighbouring house, noting the very peculiar and alarming goblin-faced, sharp-nosed lions which guard everything, gazing outward from the roof or walls.

Two of these pilgrims to Jagannath were on the main road, each with a stone which he put down as far ahead as he could reach when lying on his face. A prayer and then he would get to his knees pick up the stone and prostrate himself again, starting from where the stone had been laid. In this way one progresses, two or three miles a day, we kept on passing them. They paid no attention. Were they expiating some sin, as for example accidentally killing a cow or were they laying up merit? At least such activities cause no worry in permissive India.

The painters' village was also thickly settled in coconut palm, dark leaved mangoes, guavas and other fruit trees; clumps of tall bamboo gazed at themselves in the still waters of the tank. Every village of course has a tank for the washing of people and clothes; in Orissa water is so precious. The painter families brought out shelves of pictures, gods and goddesses and demons, all the old stories painted the old way on light cloth or strips of palm leaves beautifully penned with the same kind of scene especially the many adventures of everyman's favourite Krishna.

If you want pictures of the gods you may either buy pictures such as these or dive into one of the many street stores and hawkers' stands that specialize in oils of gods and best gods, the latter usually with

near-holes. When I was there the near-gods included Nehru, Gandhi and President Kennedy but who would one see now? Is President Carter there? Have they twinned Mrs Gandhi and Mrs Thatcher? Well anyhow there always are a few deceased local politicians and poets.

The Hindus of the cheap pictures may be dying out very gradually. People may be beginning to cease to take some of the comings and goings of the gods quite as seriously as they used, at any rate if these are interruptions of profit-making activities. Yet the festivals seem to be as important as ever and even more crowded as more transport becomes available. There are always a few deaths of sick or vulnerable people. Yet for some they are the only break in a life of nothing but work on the progress of disbelief is slow.

Meanwhile if one is going to have pictures of the gods it is much nicer to buy them from those who at least are putting skill and taste into their manufacture, as the people do in the picture village, where children so obviously enjoy putting that extra dash of paint on to the Jagannath boys.

When I was there the brown walls of the houses were gay with the harvest decorations, fountains and gerbs of stylized rice plants painted on with rice starch. There is no reason to think this has changed. But what is our Western reaction? A waste of rice in a poor harvest year? No doubt; but set it in the scales against the conspicuous—and to many Indian (and other) observers—intolerable and conspicuous expenditure and waste by the rich or almost rich of India. The rice paintings are part of village life, probably a religious duty. Almost certainly they cheer people up with the feeling of some kind of accomplishment and being cheered up makes people "lucky". And surely luck is not something which an Indian villager can afford to do without.



The cymbalist, Konarak



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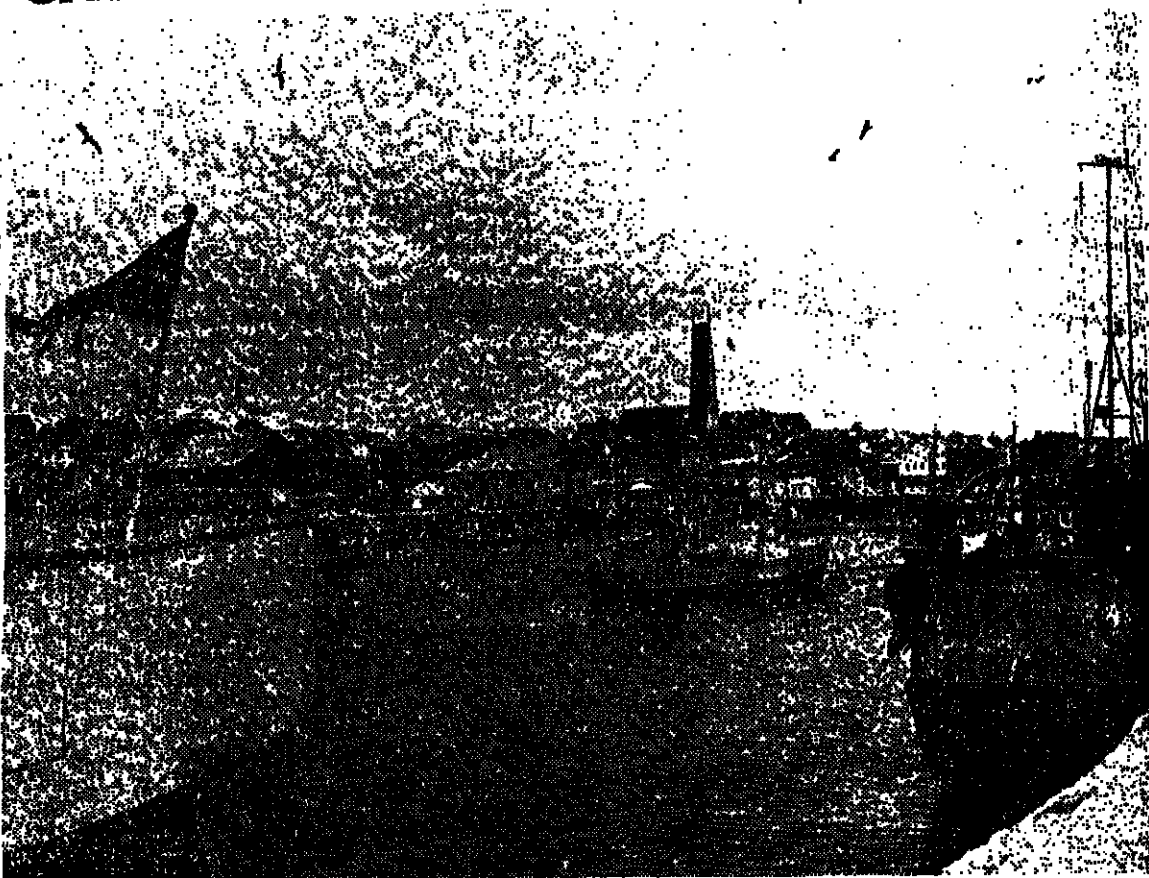
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More than any other form of transport the "coastal" claims you for its own.

Photo: Christopher Portway

THE LONG LADY OF EUROPE

Christopher Portway takes a coastal steamer to see Norway

Vieing perhaps with Chile, Norway is about the narrowest country in the world, a fact that few people appreciate since they tend to lump the three northernmost Scandinavian countries into one when pondering superficially about northern Europe.

Though barely a dozen miles broad in places, Norway makes up for a deficiency in width by her prodigious length, outstripping her better proportioned neighbours, Sweden and Finland, both in the north and in the south. All sorts of picturesque yardsticks and mind-boggling statistics such as the fact that Norway is as long as the road from Oslo to Rome, or for British consumption, London to Istanbul, but the one and only real way to establish the distance in one's mind is to travel it. Yet few are those who go further north than Tromsø, the last town on the Norwegian coast, a respectable plumpness.

Two thousand miles of her borders—a staggering 12,500 if you include every fjord—are coastal; a third of them north of the Arctic Circle. And without doubt, Norway's coast is one of the most dramatic in the world. From the tip of the country's more substantial south to Kirkenes, close to the Russian border in the far north is all 1,400 miles which provides quite a challenge to Norway's land and sea public transportation services.

A year or two ago I made the journey northwards from Bergen and back by train and bus. Just recently I made the same journey by sea. Both routes put Norway's angular dimensions into true perspective and promoted a simple journey to a memorable experience.

The Norwegian State Railways' network terminates at all intents and purposes at Bodø. Yet you can go further north, to Tromsø, by sea. The route is a simple matter of boarding a ferry, for years there has been talk of constructing a line from Bodø to Narvik, there has been talk of subsequently, to Finland, but it has not yet materialised. So, from Bodø onwards, it is a matter of travel by the efficient, reliable buses of the North Norwegian Bus Company (Nord Norge Buss). A 25% discount off to spend nights in such towns as Narvik, Sortland, Laksnes (the nearest you get to the North Cape in Russia) and finally Kirkenes.

The route passes through Lapland and Finnmark, curving north-east after passing the Luleå fjord and crossing numerous smaller fjords on vehicle ferries which roll over the monotonous but beautiful landscape. The journey is such a delightful one, it is a pity that the bus does not stop long enough to collect and deliver not only passengers but also mail, newspapers and old Johan Hansen's prescription. Lepps in their colourful costumes sit with you and reindeer scamper daintily across the road.

A more restful method is by way of the sea and that dramatic coastline. Thirteen sturdy vessels from four Norwegian shipping lines form the fleet of "coastals" that, daily, set out northwards and southwards to make the 1,400-mile return voyage between the two towns at each end of the Norwegian mainland.

Those who make the voyage will very soon appreciate the importance of the coastal steamer to the widely scattered communities that live in the north. They will also understand the enterprise, experience and seamanship that went into the establishment of this seaborne link and the continued maintenance of it. More than 80 years have passed since the first coastal steamer, the SS Vestnorden, sailed out from Tromsø. From that day, the "coastal" has run day and night, summer and winter. The running of the first steamer in 1893 was celebrated in northern Norway like a national holiday and the service remains a sheet anchor of reliability in the minds and hearts of this north Norwegian people.

More than any other form of transport the "coastal" claims you for its own. It becomes your moving home, speedy enough to present you with a constantly changing panorama, but not too swift to prevent the enjoyment of exciting views. Soon, after joining the MS Harald Jarl, 2,650 tons, at Bergen for the northbound voyage, I entered the routine of life on board and a most relaxing life it is. Three good solid meals a day—and the Norwegian food is superb—plus a substantial afternoon tea and day-long opportunities to meet your fellow-voyagers in the lounge and television veranda—as well as more restful Norwegian food, that uses the boat as we do a bus. There is a very special bond of friendship between the Norwegians and the British and though the former are superficially reserved, once the ice is broken you will feel the warmth of affection of the Norwegian reserves for our people.

We left Bergen at 10.30 on the night of the day of March. The advantage of a winter sailing is that boats are uncrowded and fares are cheaper. Earlier in the year the hours of daylight in the mid-February days have lengthened, so that the coastal passengers tell me that the winter months are the best time to travel. It is a pity that the winter months are the best time to travel. It is a pity that the winter months are the best time to travel.

At Kirkenes, when reached, is something of an anti-climax. The iron-ore smelting plant towers over the township and the proximity of a hostile border with the Soviet Union just four miles away gives it a sombre mood. Once the Pet-samo area across the Pasvik River was Finnish territory and traffic passed unhindered over the line but the Second World War turned this one-time piece of Finland into a part of Russia giving Norway just 16 kilometres of iron-curtain frontier to digest.

But the "coastals" stay but briefly at Kirkenes, offering just time for a quick stroll in its Klon-dike-like streets before turning round for the south-bound voyage. On mine the Harald Jarl cut through the fragmenting iceflows in temperatures of 20 degrees below freezing as if eager to return to the land of magic that will be with us for a further six days.

extra

"The Long Lady of Europe" continued

Harstad on Norway's biggest island and the home of many legends, is a prolonged stop and passengers here on a shorter voyage can transfer to the southbound "coastal" waiting in a neighbouring berth. At regular intervals throughout the voyage other vessels of the coastal steamer fleet pass by, each invariably keeping to its exact schedule that north Norwegians have come to expect of their "seabuses". More narrow channels wind between islands and complicated arms and peninsulas of land lead the ship to Tromsø. In its fjord the German battleship Tirpitz was attacked and sunk by British bombers in November 1944, while as the stepping stone to the North Pole the town is where most Arctic expeditions begin.

At Hømmefest, known as the most northerly town in the world and the first to use electric street lights, you begin to feel the close proximity of the North Cape and of being at the most northerly point of the European Continent. The scenery has become more desolate and dramatic than beautiful but the sky is the clearer and frequently injected with the phenomenon of the Northern Lights. From the ship can be seen the cliff that marks the end of Europe though the nearest port of call is Honningsvåg about 20 miles away. A bus service runs between Honningsvåg and North Cape (Nord Kapp).

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Details of Norwegian Coastal Voyages are available from Fred. Olsen-Bergen Line, 229 Regent Street, London W1. Particulars of land transportation can be obtained from the Norwegian National Tourist Office, 20 Pall Mall, London SW1.



At Geiranger, on the west coast of Norway.

WEEKEND IN AMSTERDAM

For Ian Anderson Van Gogh was the highlight of a whirlwind trip to Holland



Vincent Van Gogh: Self portrait

Mr Black, my fourth form art teacher in Melbourne, was a kindly man. He imposed no punishment after discovering I was surreptitiously using a transistor to inform the rest of the class about the state of the battle between E. R. Dexter's XI and Benetton's Australians in Brisbane. And he did not have the slightest interest in cricket.

He was also an enthusiast in his subject. The fourth formers at Elwood High posed a challenge. Respect for the highest things of life was pretty much confined to three minutes silence when the Cup was run and broadcast the first Tuesday in November.

Mr Black helped change all that. Holding copies of Gombrich or Fennell or a well-worn print, he introduced us to the splendours and significance of Greece and Rome and Renaissance Italy. A special place was reserved for the Impressionists and their successors. When Van Gogh's turn came, his eyes sparkled more than usual, the voice became quicker, the enthusiasm intensified. "Look at the application of colour," he said. "The brush has never looked so freely."

Such recollections came tumbling back last spring in Amsterdam at the Vincent van Gogh Museum where 200 of his paintings and 500 of his drawings are housed.

Mr Black accomplished the mission of the teacher—he instilled an interest in his subject which often would be rekindled for this pupil at least. He could do no more. No textbook and no words—no matter how fine the teacher—could convey fully the sheer exuberance and vitality of the work of van Gogh when seen at first hand.

I was in Holland for less than 48 hours. The two hours at the van Gogh Museum made the whole hurried, albeit worthwhile. The tulips were in bloom.

The early closing of restaurants is the source of further annoyance. We want to try rijstafel, an Indonesian treat where eight to ten dishes are spread out simultaneously for the diner. Arriving at 10.01 is a nuisance too late; these restaurants start closing at 9.30 pm. We found an American-style grill with a sensible closing hour of 12.30 am.

The experiences of Saturday help remedy the early inconveniences. Museums are our first destination, the main ones being a short walk from the hotel (navigation around Amsterdam is made easy by maps continued overleaf)

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Alison Renwick was based in Singapore—the ideal centre for S. E. Asian travel

If you look at a map of the world, it would be difficult to find a more suitable centre for seeing South-East Asia than Singapore. And it was certainly one of the major things that attracted me when I applied for a teaching post out there with the Singapore government. In my three years on contract I more than proved the truth of that statement, managing by an amazing variety of trains, boats and planes to see countries as different as Thailand and Tahiti, and still have money to come home with.

You might gather from this that I didn't head for luxury hotels on my travels. Who'd want to, when chances to stay in longhouses and kampungs were easy to come by, and friends could always recommend an address or two? Most of my best memories are linked to such visits, in fact. Like the time I was staying with a Japanese family in the south of Honshu, when I was almost scalded by their bath water—a communal tub kept deliberately hot for the enjoyment of all the family, except their unsuspecting guest. I learned a great deal about the Japanese way of life from that holiday. . . .

One of the joys of travelling in the region was getting to know the vastly differing lifestyles. Although most Eastern cultures had certain features in common—communal living being one of them—there were plenty of unique customs to explore. And again, many of these were highlighted for me by visits to people's homes. In Taiwan, I brought my hosts a present when I arrived, only to find them showering me in return with gifts. I discovered later that in Chinese society, it is very bad form for the guest to do the giving!

I brought gifts with me too when a friend and I landed for a night at



Japanese houses south of Honshu

a longhouse in Sarawak, and there found them all too eagerly accepted. Sarawak's Dayaks, although climbing fairly quickly into the twentieth century, are still poor by Western standards; and understandably enough, the people in this longhouse were well practised at taking from the tourist anything he was willing to offer. Not that my friend and I could have looked much like regular tourists: we had bunched our way north on what must have been Sarawak's oldest bus, transferred to a long river boat which we shared with a throng of locals, several chickens and a three piece suite, and had arrived at the longhouse only just in one piece. Still,

although the community there may have found us rather dull, they were very courteous. One family was assigned to look after us, and for the next twelve hours they shared their meals with us, tried to converse in their Iban dialect, and even gave us their bed to sleep on. That was a novel experience in itself, as the bed was directly above the area where the pigs settled down for the night.

Sarawak is a part of Malaysia that is still fairly cut off from visitors, but even in Peninsular Malaysia, the old Malaya, there are places where you can feel miles from civilization. The island of Tioman, which was

continued on opposite page

Recky. It is an effective art lesson. One floor is given over to his sketches and drawings. A combination of vivid colours on the canvas, natural light within the building, high speed film, and a liberal attitude by those in charge, makes photography in the museum a joy. One visitor systematically photographed all works.

There is time to squeeze in a canal trip before picking up a hire car. We need not have bothered; most of the trip is spent touring the docks. The canal trips leave from several points across the city; perhaps we stumbled on the least appropriate starting point. Amsterdam has grown around a series of concentric canals, about 60 in all, which are crossed by more than 600 bridges.

We have the car for 24 hours to be returned to the airport on departure. The cost is £22 a day with unlimited mileage, a more attractive deal than paying per kilometre. The price of Holland supplied by the company is in a quote, and, regrettably, we did not pick one up from a London bookstore before departing.

We have the goal of reaching Keukenhof tulip gardens at Lisse, about 25 miles south-east of Amsterdam, on Sunday morning. The rest of the trip will be an exercise in patience. The tulip season is over, but the gardens are still open. The tulip season is over, but the gardens are still open. The tulip season is over, but the gardens are still open.

On the road, west towards Alkmaar, we pass three windmills still lived in and standing unadorned against the flat Dutch countryside. This is a sight of a bulbous splash of colour, across the neat, compact, we see Zeelandik, to see a windmill. We see a windmill. We see a windmill.

UP AT THE VILLA



Alison Renwick joined a Singapore family holiday who hired a fishing boat to explore the off-shore islands.

"Have teaching contract will travel" continued

used for location shots in *South Pacific*, is just such a place. It lies off the East Coast, and has few inhabitants, mainly fishermen and coconut growers. But it does have one first class hotel, built like a huge village longhouse, and it is an ideal centre for diving and snorkelling—the sea is a clear limpid blue, so clear, in fact, that you do not have to go below the surface to see the marvellous coral reefs that surround the island.

I went to Tioman with a Singaporean family—a good move, as they knew all about getting the best out of our short visit. We hired a fishing boat at our port of departure, and with this to ourselves for the whole four days we were there, we could stop where we liked, throwing out the anchor in the lee of one of the hundreds of islands dotting the sea, and snorkelling close to the shore. Underneath the water you entered a different world, where petrified forests of coral rose up in front of you and fish glided or darted by you, all the colours of the rainbow; and all you could hear was the rough sound of your own breathing intruding into the deep silence. Staying in

Tioman's hotel was the one time in my travelling that I indulged in a bit of luxury at night. And I must admit, I thoroughly enjoyed sipping my iced drink on the verandah as the sun set gloriously over the palm fringed beach. . . .

Although I never stayed in other luxury hotels, I did like to follow the "Somerset Maugham trail"—he stayed in hotels all over the East, and many of his favourites still stand, as welcoming to the casual sightseer like me as to grander visitors. One of the best examples is, of course, in Singapore; and that is Raffles, where you can still sip afternoon tea in the gracious palm court. Penang's E & O and Hong Kong's Repulse Bay Hotel are both marvellously nostalgic too, but the hotel I remember most fondly is the Oriental in Bangkok.

Bangkok these days is a noisy, seamy city, a far cry from the romantic picture that most of us have of it. But the Oriental, with its white colonial architecture and potted plants, sits on the banks of the river flowing through Bangkok as if nothing had changed for past fifty years. I once sat on the terrace there for most of an evening, watching life of the river below me, and feeling very much like one

of Maugham's ladylike heroines. Once you have got used to Bangkok's horrific traffic, there is plenty to attract you still, particularly if you have time to get out of the city. I was taken to a floating market in a nearby town by Thai friends, who managed to persuade me to take a little boat in and out of the through of similar boats filling the little canals where the market was held. Our hostess was selling vegetables, but other boats were crammed with a bewildering assortment of merchandise, from cotton cloth to snacks actually cooked on the water. We had a great time stopping passing boats and bargaining for what they had to sell. All the market people were women, wearing strange, vase-shaped hats so big that they were in constant danger of colliding!

I visited markets of all kinds in the region, from the bustling fish market of Pusan in South Korea to Java's colourful street markets. Everywhere, the people were just as fascinating as their wares, and the more I travelled, the more I loved South-East Asia. That is an experience shared by most people visiting the area. And like most of them, too, I am looking forward already to going back one day!

UP AT THE VILLA

Angela Humphrey samples self-catering in Portugal

A friend invited us to spend a holiday with him and his family at his villa in Carvoeiro in the Algarve 20 years ago. While we did not expect it to be free, we certainly did not expect it to be the most expensive holiday we had had to date! He charged us full high season rates for the villa and, without consulting us, had hired an enormous black Mercedes for our use. It was not only difficult to manoeuvre up and down the steep and narrow cobbled streets, but cost a fortune in hire charges and drank petrol like a demented alcoholic!

So when Meon Villa Holidays offered me the use of one of their villas (plus Mini, maid and gardener) in Carvoeiro for a week in early May, I accepted and decided that justice had prevailed at last!

After a bumpy landing at Faro around noon, we were met by the Meon Representative who gave us the keys to the villa and a Mini and said that the maid would be at the villa or the key would be under the mat. Friends now living near Lagos (pronounced Lagush), were also there to meet us.

Thirty minutes out of Faro going west, about half way to Carvoeiro, we decided to stop for lunch at a small restaurant called "O Povo" in the village of Aljezur, where we ate mushrooms—Spanish-style (sauteed in pepper and parsley),

grilled sea-bream and crème caramel mousse, washed down with chilled white wine.

As we turned off the main road to take a turning to Carvoeiro, the sun disappeared. Black storm clouds hung over us and suddenly the rain came down like stair-roads. We had not anticipated stopping for lunch en route and, consequently, were two hours late in arriving at our villa. "Quinta Nova Sengra da Conceicao". There was no maid and no key under the mat. Our plastic bags were packed right at the bottom of our cases and we did not have an umbrella between us.

The men went off in one car to find a phone to ring the local representative, while we girls sat out on the storm in the Mini, staring out on to a gorgeous garden where giant geraniums, pink and purple, dyed the daisies, crimson carnations, the purple sweet-peas were having the biggest bashing of their short sweet lives.

Ten minutes later the men reappeared soaked to the skin but having good contact. Within seconds Almarinda, the maid, arrived from her house (just behind the villa) with the key in one hand and her carigan pulled over her head with the other. She opened the front door to what looked like The Chelsea Flower Show cum Harvest Festival. There were yases of fresh flowers everywhere and a big basket of

oranges and lemons (the size of grapefruit)—all from the garden. The living-room led through an archway into the dining-room where

continued overleaf

America 81

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GENTOURS

SCHOOL TRAVEL

Established 30 years, GENTOURS have a wide programme of tours for schools to the continent and at home. Features include continental tours by British coach school-bus to school, also rail and air tours. Flights available from London for tours in Switzerland, Austria, Portugal, Italy, Malta and Corsica. Send NOW (in coupon below) (no stamp or envelope) to our head office for our 1981 brochure, or phone direct to our London office. GENTOURS LTD, Head Office: 48 Bold Street, Liverpool L1 4EU. Phone: 051-300 7881. London Office: 10, Thurloe Place, Kensington, London SW7. Phone: 01-584 8631 and 8632.

To: GENTOURS LTD, Freeport, Liverpool L1 4LZ. Please send me a copy of your 1981 school brochure.

I am considering taking a party of about . . . pupils and . . . adults to . . . (date) to . . . (date). Method of travel coach/rail/air.

Name Address

Phone: School Home

1

County of Cleveland

IMMIGRANT TEACHING SERVICE (Re-advertisement)

HOME/SCHOOL LIAISON TEACHER FOR ETHNIC MINORITY PUPILS, SCALE 2

Required for January, 1981, or earlier if possible, a qualified and experienced bilingual teacher fluent in Punjabi (or Urdu or Hindi) to join a specialist team of peripatetic teachers based at the Centre for Multi-Cultural Education. The teacher appointed will share the work of creating better understanding between Cleveland Schools and Ethnic Minority groups. Car ownership would be an advantage.

Previous applicants will be automatically considered. Financial assistance with household removal expenses is available in approved cases.

Forms of application are obtainable from and returnable to the Team Leader, Centre for Multi-Cultural Education, Victoria Road Primary School, Victoria Road, Middlesbrough, Cleveland, not later than 3rd October, 1980.

MOBILE SUPPLY TEACHING STAFF

Applications are invited from suitably qualified and experienced teachers for vacancies which exist in the County of Cleveland. The staff will be responsible for the provision of mobile supply teachers for both Primary and Secondary Schools.

Primary Schools

Posts are established on Scale 2 of the Burnham Report, and applicants should have sufficiently wide experience to take classes of varying ages and ability levels. For this reason probationary teachers cannot be considered.

Secondary Schools

Posts are established on Scale 3 of the Burnham Report, and are available in a variety of subjects. Applicants should be experienced teachers, able to teach their specialist subject to all age and ability levels.

Interested candidates should write for application forms to: County of Cleveland Education Department, Staffing Branch (Room B10), Education Office, Margaret Street, Birmingham, B3 2PU.

To which address forms should be returned as soon as possible after completion.

BIRMINGHAM CITY COUNCIL

This Outer London Borough is situated on the Eastern side of Central London, on the fringe of the Green Belt. There is easy access to London.

Unless otherwise stated:— Closing date is 14 days after the appearance of this advertisement. Letters of application should be sent to the Head Teacher concerned, giving full curriculum vitae and quoting two referees.

Applications requiring acknowledgement, requests for further details and application forms should be accompanied by a stamped addressed envelope. There is a scheme for removal expenses—details on request.

SECONDARY SCHOOLS

BEDFORDS PARK SCHOOL (Roll: 1,188 Co-Ed) Appleby Drive, Bedford RM3 7JL Telephone: Ingham 71331 Head Teacher: R. J. Bracken, B.A. S.P. Allowance £201/276 p.a. payable.

FRENCH SCALE 1

Required January 1981, or earlier if possible, to teach the subject throughout the school.

BRITTONS SCHOOL (Roll: 1,103) Ford Lane, Rainham, Essex RM13 7BB Telephone: Rainham 84391 Head Teacher: A. J. Smith, B.Sc. S.P. Allowance £201/276 p.a. payable.

PHYSICS SCALE 2

Required January 1981, with responsibility for co-ordinating and developing the Physics syllabus. There is a developing Sixth Form of 30 students and the opportunity will exist to teach O and A level and O & E throughout the school. First-class laboratory facilities. A willingness to teach some Chemistry and Biology in the Lower School would be an advantage.

GIRLS PHYSICAL EDUCATION SCALE 1

Required January 1981. Well-equipped gym, and playing fields on site.

HEAD OF DRAMA SCALE 3

Required January 1981, to lead a small but enthusiastic and able team renowned for its dramatic productions. The successful candidate will be expected to coordinate drama between city, county and regional schools. The school has a superb hall with an exceptionally well-equipped stage and separate drama club of two studios. There are well-established O & E and C.S.E. courses and Drama is timetable throughout the school.

SECONDARY Science continued

OXFORDSHIRE COUNTY COUNCIL

NEWTOWN SCHOOL

Blackbird Lane Road, Oxford

Required from September 20, 1980, until August 1981, a full-time teacher to replace a retiring teacher.

Applicants should have a minimum of 10 years' experience in the teaching of Science at the secondary level.

Applicants should send their curriculum vitae and three references to the Head Teacher, Newtown School, Blackbird Lane Road, Oxford, OX4 1JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the Oxfordshire Teachers' Pay Scale.

Applications should be sent to the Head Teacher, Newtown School, Blackbird Lane Road, Oxford, OX4 1JL.

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Applications should be sent to the Head Teacher, Newtown School, Blackbird Lane Road, Oxford, OX4 1JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the Oxfordshire Teachers' Pay Scale.

ST. HELENS EDUCATION COMMITTEE

TECHNICAL STUDIES

HEADS OF DEPARTMENT

Required for January 1981, a full-time teacher to replace a retiring teacher.

Applicants should have a minimum of 10 years' experience in the teaching of Technical Studies at the secondary level.

Applicants should send their curriculum vitae and three references to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

Closing date: 10th October 1980.

Successful candidates will be offered a salary in accordance with the St. Helens Teachers' Pay Scale.

Applications should be sent to the Head Teacher, St. Helens Education Committee, 10, St. Helens Road, St. Helens, Merseyside, L24 9JL.

WARWICKSHIRE

Appointment of

HEAD

EXHALL GRANGE RESIDENTIAL
SPECIAL SCHOOL
Wheelwright Lane, Coventry CV7 9HP

Applications are invited from suitably qualified and experienced teachers for the post of Head of this modern, well-equipped residential school for 300 partially sighted and/or physically handicapped children between the ages of 5 and 19, which becomes vacant on 1st September, 1981, following the retirement of the present Head, Mr. George H. Marshall, O.B.E. The post is resident.

The present salary scale is £13,456 to £14,574 a year, national Group 10(8), plus a superannuable allowance of not less than £1,035 a year in respect of residential duties.

Application forms and further details may be obtained from the County Education Officer, 22, Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 3rd October, 1980.

LONDON BOROUGH OF HILLINGDON

Required:

DEPUTY HEAD TEACHERS
FOR SPECIAL SCHOOLS (ESN(S))

Applications are invited for the post of Deputy Head Teacher of the following schools:

- (1) Grangewood ESN(S) School (Group 6(S))
Fore Street, Pinner, Eastcote
- (2) Moorcroft ESN(S) School (Group 6(S))
Harrington Road, Hillingdon

Application forms and further details may be obtained from the Director of Education, Civic Centre, Uxbridge, Middx. UB8 1UW (Telephone: Uxbridge 50467).
Closing date: 6 October, 1980.

London Allowance Payable.
75% removal expenses and some assistance with accommodation in appropriate cases.

Calderdale

Metropolitan Borough Council

Education Department

BERMERSIDE SCHOOL

Skircoat, Lathes, Halifax HX3 0RZ

HEAD TEACHER

(Group 6S)

Applicants are invited from suitably qualified and experienced teachers for the headship of this purpose built school for physically handicapped boys and girls. It is hoped that the successful candidate will take up duties on 1st January, 1981.

Application forms and further details obtainable (on receipt of footsop s.a.e.) from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax.

METROPOLITAN BOROUGH
OF STOCKPORT

Re-advertisement

ASSISTANT TEACHER

Scale 3 (S) Ref. 1613TES

Beacon School, Whitliffe Drive, Adwood, Stockport, Cheshire

Beacon School provides for 80 boys and girls aged mainly 5-16 years with severe learning difficulties and includes a special care unit.

The successful applicant will lead in Speech and Language development throughout the school and have overall responsibility. Candidates should have substantial relevant teaching experience and preferably hold an additional qualification.

Application forms and further details obtainable from and returnable to the Director of Education, Town Hall, Stockport, quoting reference by 1st October, 1980. If you require an acknowledgment, please enclose S.A.E.

Special Education

Headships

HAMPSHIRE

HILTONWOOD SCHOOL

Hilstonwood, Southampton

Applications are sought for the post of Head of this modern, well-equipped residential school for 300 partially sighted and/or physically handicapped children between the ages of 5 and 19, which becomes vacant on 1st September, 1981, following the retirement of the present Head, Mr. George H. Marshall, O.B.E. The post is resident.

The present salary scale is £13,456 to £14,574 a year, national Group 10(8), plus a superannuable allowance of not less than £1,035 a year in respect of residential duties.

Application forms and further details may be obtained from the County Education Officer, 22, Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 3rd October, 1980.

Closing date for return of completed applications: October 3, 1980.

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CROYDON COLLEGE

Fairfield, Croydon, CR9 1DX

Applications are invited from suitably qualified persons for the following post, duties to commence 1st January, 1991.

SCHOOL OF ART & DESIGN LECTURER II IN FASHION

The College wishes to appoint a well qualified and experienced person to undertake a role in the development of a full-time programme leading to a vocational Higher Diploma.

The salary for the above post is in accordance with the current Burnham Further Education Award, and is at present: £5,637-£8,844 based on full Clegg and includes the London Area Allowance. Additions to the scale may be made for appropriate qualifications and the point of entry is dependent on previous relevant experience.

Further particulars and application form may be obtained from the Vice-Principal, to whom completed forms should be returned within fourteen days of the appearance of this advertisement.



WAKEFIELD DISTRICT COLLEGE

Head of Academic & Social Studies (Grade IV)

Head of Transport and Training Studies (Grade IV)

Head of Management & Business Studies (Grade IV)

Applications are invited for the above posts, tenable from 1st January, 1991. Candidates should have a degree and/or professional qualifications together with teaching experience in further and/or secondary education. Relevant industrial and/or business experience would be an advantage.

Salary: Head of Department Grade IV £11,892-£13,332.

Application forms and further details are available from the Education Department, 3 Bond Street, Wakefield WF1 2QL, to be returned as soon as possible.

ST. HILARY'S SCHOOL GODALMING, SURREY (EDUCATIONAL TRUST)

(A.H.M.P.S. 225 girls 8-12+ years 105 boys 3-11 years)

HEAD

The Governors invite applications for the post of Head which will become vacant in September, 1991, on the retirement of the present Headmistress.

The School is developing to include boys up to the age of 11 years.

Burham Scale, Group 5 and Government Superannuation.

Details of the school and form of application may be obtained from the Secretary.

Applications should be sent to the Chairman of the Governors, St. Hilary's School, Holloway Hill, Godalming, Surrey, to reach him not later than Friday, 17th October, 1990.

HEADSHIP

THE ROYAL WOLVERHAMPTON JUNIOR SCHOOL WOLVERHAMPTON, WEST MIDLANDS

166 Becons, 120 Day Boys and Girls—Age range 4-11 years

There is also a pre-prep department.

The Governors of the Royal Wolverhampton School invite applications for the post of Head of Junior School made vacant through the retirement of the Headmistress, Miss J. McGarvey, in July 1991.

Applicants should be graduates of a British University and practising Christians.

Salary and allowances will be negotiable but will not be less than the Burnham Scale.

Application Form, further particulars of the post and details of the School are obtainable from: The Clerk to the Governors, The Royal Wolverhampton School, Park Road, Wolverhampton, West Midlands, WV9 6JG.

INDEPENDENT

continued

NORTH WALES

WYLLYVALE SCHOOL
Wyllivaile, Denbigh, 115 boys and girls, 11-18, 125 to 140 pupils. **HEAD** (Grade IV) to teach English, Maths, Science, History, Geography, Art, Music, PE, and to supervise the school. A temporary appointment for 1 year may be considered. A permanent appointment for 2 years may be considered. The salary is £11,892-£13,332. Details of the school and application form may be obtained from the Headmistress, Wyllivaile School, Wyllivaile, Denbigh, LL55 2JG.

SUFFOLK
ST. ANDREW'S SCHOOL
St. Andrew's, Ipswich, 120 boys and girls, 11-18, 125 to 140 pupils. **HEAD** (Grade IV) to teach English, Maths, Science, History, Geography, Art, Music, PE, and to supervise the school. A temporary appointment for 1 year may be considered. A permanent appointment for 2 years may be considered. The salary is £11,892-£13,332. Details of the school and application form may be obtained from the Headmistress, St. Andrew's School, St. Andrew's, Ipswich, IP1 1JG.

SURREY

WINDHILL SCHOOL
Windhill, Guildford, 120 boys and girls, 11-18, 125 to 140 pupils. **HEAD** (Grade IV) to teach English, Maths, Science, History, Geography, Art, Music, PE, and to supervise the school. A temporary appointment for 1 year may be considered. A permanent appointment for 2 years may be considered. The salary is £11,892-£13,332. Details of the school and application form may be obtained from the Headmistress, Windhill School, Windhill, Guildford, GU1 1JG.

YORKSHIRE

WILKINS SCHOOL
Wilkins, Leeds, 120 boys and girls, 11-18, 125 to 140 pupils. **HEAD** (Grade IV) to teach English, Maths, Science, History, Geography, Art, Music, PE, and to supervise the school. A temporary appointment for 1 year may be considered. A permanent appointment for 2 years may be considered. The salary is £11,892-£13,332. Details of the school and application form may be obtained from the Headmistress, Wilkins School, Wilkins, Leeds, LS1 1JG.

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CHICHESTER SCHOOL OF ART

Manresa Road, London SW5 6LS (01-351 3844)

Design Studies

Head of Department of Design Studies

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Preparatory Schools

By Subject Classification

Classics

Huddersfield

St. David's Preparatory School

St. David's Preparatory School

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Highbury College of Technology

PORTSMOUTH

HAMPSHIRE EDUCATION AUTHORITY

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DYSON HALL
A Multi-Choice Approach to
Short-Term Residential Care

Liverpool Social Services Department, in conjunction with the Mersey Regional Health Authority, has recently opened a new purpose-built Observation and Assessment Centre for 16 adolescent boys, housed in seven small units, each with a bathroom and kitchenette, at the site of the City Hall, 100, South Street, Liverpool L3 5AF. We have taken this opportunity to re-think many of the basic assumptions of short-term residential care and to develop a new treatment process in the light of local conditions and current ideas on flexibility.

We now wish to build on this firm footing and open the remaining units to make Dyson Hall fully operational. To this end we are now seeking new members of staff who will bring to the Centre a high level of professional competence and a commitment to the purpose of the treatment and assessment of young offenders and older children with serious behavioural problems. Dyson Hall is a short-term residential unit and there are good opportunities for promotion for Residential Child Care professionals.

Concepts into Action:

Dyson Hall units will be designated to meet specific needs. Organisationally they will be semi-autonomous and task oriented.

The Units

UNIT	BEDS	TASK, to provide	AGE
A	12	for Admissions, Remands in Care and Police Detentions	Mixed
B	12	for Reception and Assessment of new admissions	16-18
C	14	Observation and assessment for boys in Care coming to meet with parents	Younger
D	14	A specialist facility combining assessment with short-term treatment	Older
E	14	A specialist facility combining assessment with short-term treatment	Younger
F	14	Security for high risk adolescents	Mixed

This is the completion of the first stage of staffing. The Principal and two Deputy Principals have been appointed. In addition four middle-management posts of Team Leader have been filled, as well as the majority of other Child Care posts and all of the ancillary staff vacancies.

HOUSEWARDENS - N.J.C. Grade 5,
plus £267 per annum S.R.A.
Salary: £5,784-£6,381 per annum (Unqualified)
£6,174-£6,861 per annum (Qualified)

(a) Housewardens will be responsible for the day to day management, general administration and staff supervision within the units, including responsibility for:

1. Care routine.
2. Staff rota and liaison with teachers during extra-curricular duty time.
3. The unit's assessment and treatment programmes.
4. The environment and its material quality.

(b) Housewardens, along with the two Senior Housewardens for Individual Care Reports, Chronological Histories, Home Records and Court Reports where appropriate. They will have direct responsibility for the assessment process and must be able to liaise with social workers, parents and to work with teachers, the psychologist and psychiatrist in the residential care.

(c) Housewardens will be responsible for maintaining individual records and personal files.

(d) Housewardens will be responsible for the day to day management of the units.

(e) Housewardens will be responsible for the day to day management of the units.

(f) Housewardens will be responsible for the day to day management of the units.

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COLLEGES OF
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THE EUROPEAN SCHOOLS BERGEN, NORTH HOLLAND

Required as soon as possible, owing to an unforeseen vacancy.

A qualified graduate teacher able to teach English

(Mother Tongue and English as a Foreign Language) also ready to teach some history in the Secondary age range. This post is for the current school year only with the possibility, after further interview, of an extended appointment.

The Bergen School is a day school of approximately 650 pupils, age range 5-18, divided into five linguistic sections, catering primarily for children of officials employed in the Institutions of the European Communities.

The Basic Monthly Salary is in the range of 69,352 to 118,302 Belgian Francs, depending on experience. In addition, generous cost of living and other allowances are payable.

Applications, giving details of age, qualifications and experience, should be made to Room 3/40, Department of Education and Science, Elizabeth House, York Road, London SE1 7PL, to arrive not later than Friday 26 September. Interviews for selected applicants will be held on Friday 3 October, and it is hoped that the selected candidate will be able to leave for the Netherlands by Monday, 13 October. A telephone number where the applicant may be contacted should be included in the application.

Further information about this post can be obtained by telephoning Brenda Smart (Tel. 01-928 9222, Ext. 3416).



UNITED NATIONS EDUCATIONAL
SCIENTIFIC AND CULTURAL
ORGANIZATION

Is looking for a strengthening of Educational Radio for school and out-of-school Education Project in Thailand and a

CHIEF TECHNICAL ADVISER (CLASS DI)

Experience required in financial management, equipment procurement, production planning, software administration, staff training.

Matine, versatile, with university degree or equivalent. 10 years senior level work experience in education media. Fluent English. Experience in developing countries an asset.

Location: Bangkok with travel in Thailand.
Duration: one year with the possibility of extension.

Enquiries should be sent to
UNESCO, Bureau of Personnel, 1 rue Miaillet 75015 PARIS FRANCE.

giving full details of education, professional experience, language ability, age, nationality and family status.



GLASGOW Sub-Region EDUCATION DEPARTMENT COMMUNITY EDUCATION WORKER

Terrington/Hutcheson/Town/Fraserburgh, Glasgow.
Salary Scale £5,422-£7,077 plus 7.1% shift allowance and weekend enhancement.

Applicants must have the Diploma/Certificate in Youth and Community Studies. Duties will be to develop in all sections of the community an interest in, an understanding of, and a sense of responsibility for the life and problems of the community. He/she will also develop resources within the community to provide facilities, equipment and specialist teachers for a programme of social, recreational, cultural and educational activities as are suitable to the needs of the community.

Application forms may be obtained from the Assistant Director of Manpower Services, Glasgow Sub-Region, Strathclyde House, 8 India Street, Glasgow to whom completed forms, quoting Ref. 63029, should be returned by 3 October 1980.

A. M. O'Donnell,
Director of Manpower Services.

Hounslow COMMUNITY EDUCATION TUTOR (YOUTH)

Burnham Fd. Lecturer / Scale £4,985-£5,956
London W4 3AB

Hounslow Youth Centre needs a qualified Youth Worker to take over the Manpower Services Centre's purpose-built and well established part-time staff with a full community programme for all ages.

For informal discussion, please phone Mr. Peter Jones or Mrs. Mary Downes on 01-886 3557.

Applicants must send a Job Description from: Principal of Community Education, Community Education Service, Hounslow Youth Centre, Hounslow, Middlesex, TW2 8YH. Please close by 17th October 1980.

Colleges of Education

Other Appointments

LONDON

TECHNICAL OF NORTH LONDON

A temporary part-time LECTURER in Technical Education, for three hours per week on Wednesday afternoon, to teach in the evening school of the Technical College of North London. The post is for the current school year only with the possibility, after further interview, of an extended appointment.

The Basic Monthly Salary is in the range of 69,352 to 118,302 Belgian Francs, depending on experience. In addition, generous cost of living and other allowances are payable.

Applications, giving details of age, qualifications and experience, should be made to Room 3/40, Department of Education and Science, Elizabeth House, York Road, London SE1 7PL, to arrive not later than Friday 26 September. Interviews for selected applicants will be held on Friday 3 October, and it is hoped that the selected candidate will be able to leave for the Netherlands by Monday, 13 October. A telephone number where the applicant may be contacted should be included in the application.

Further information about this post can be obtained by telephoning Brenda Smart (Tel. 01-928 9222, Ext. 3416).

AVON COUNTY

EDUCATION DEPARTMENT

U.N. DETENTION CENTRE
LONDON

A temporary part-time LECTURER in Technical Education, for three hours per week on Wednesday afternoon, to teach in the evening school of the Technical College of North London. The post is for the current school year only with the possibility, after further interview, of an extended appointment.

The Basic Monthly Salary is in the range of 69,352 to 118,302 Belgian Francs, depending on experience. In addition, generous cost of living and other allowances are payable.

Applications, giving details of age, qualifications and experience, should be made to Room 3/40, Department of Education and Science, Elizabeth House, York Road, London SE1 7PL, to arrive not later than Friday 26 September. Interviews for selected applicants will be held on Friday 3 October, and it is hoped that the selected candidate will be able to leave for the Netherlands by Monday, 13 October. A telephone number where the applicant may be contacted should be included in the application.

Further information about this post can be obtained by telephoning Brenda Smart (Tel. 01-928 9222, Ext. 3416).

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

SWALE DIVISION

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HERTFORDSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

TECHNICAL ADULT STUDIES

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